Sonoma County Junior College District

SANTA ROSA JUNIOR COLLEGE
Learn Your Way

PERKINS V

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)
REPORTING FRAMEWORK

To be submitted with the 2024-2025 Local Application

Perkin V Comprehensive Local Needs Assessment (CLNA) Reporting Framework

CROSSWALK

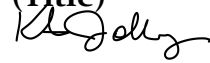| CLNA Requirements	Executive Summary/Appendix A.B,C
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Required Perkins Advisory Consultation 1.1 key stakeholders (individuals and groups) involved in the completion of this needs assessment 1.2 any other stakeholder groups consulted with 1.3 summarize the key stakeholder feedback	**Appendix A** Page 4 Stakeholder Consultation Other Stakeholder Groups N/A Pages 12-18
Section 1 Student Performance Data (Core Indicators) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.	**Appendix B** Pages 26-34 **Appendix C** Pages 36-38

Sections 2 Program Size, Scope and Quality
 	
Size: Resources Adequately Address Student Learning Outcomes
 	
Scope: Programs of Study w Clearly Definted Pathways
 	
Quality: Program meets the following three criteria:
 	
    High Skilled: Postsecondary Credentials
 	
    High Wage: Above Median Wage
 	
    In-Demand: Identified within the CLNA
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	(Quality In-demand)
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Section 3 CE Programs of Study/Career Pathways Provide a summary of Progress Towards Implementation of CE Programs of Study	**Appendix C** Pages 40-42
Section 4 Recruitment, Retention, Training Improving recruitment, retention, and training of CE professionals, including underrepresented groups	**Appendix C** Page 42-44

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Section 5 Equal Access to CE Programs	Appendix C
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District CBO/Designee
Review of Comprehensive Local Needs Assessment

I confirm that this comprehensive local needs assessment document was conducted in accordance to Perkins V rules and regulations.

Kate Jolley
(Printed Name)

Vice President of Finance and Administrative Services
(Title)

(Signature)

May 21, 2024
(Date)

SANTA ROSA JUNIOR COLLEGE
Learn Your Way

Date: May 21, 2024

Executive Summary: Perkins V Comprehensive Local Needs Assessment (CLNA)

Appendices: Three (Appendix A, B, C)

Recommended By: Rachel Smith, Director, Workforce Programs and CE Grants

Issue

Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment (CLNA) related to Career Education (CE) and attach the results of the assessment to the local application. The assessment must be updated every two years. This assessment is round three of that process. The CLNA review encompasses the following three concepts:

1. CE programs funded with Perkins V allocations are of sufficient in size, scope, and quality to meet the needs of all students served; are aligned to State, regional, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board; and are designed to meet local education or economic needs not identified by State boards or local workforce development boards
2. Local performance accountability data, as established by Perkins V §113, is reviewed for student performance gaps for a variety of subgroups and for special populations as defined in the Act
3. Assess required narrative questions for process gaps and gaps identified by advisory stakeholders (determining objectives and activities to add to the focused 5th and 6th year applications) to obtain student success from secondary to postsecondary to employment with multiple entry and exit points

Recommendations

For detailed review of all process and accountability gaps, see Appendix C. The following are acknowledged gaps that will be funded through Perkins V. Although more gaps were identified, when in-kind funding is being used to improve these gaps the objects and activities are listed in Appendix C.

Core Indicators Performance Gaps*:* §113 of Perkins V requires review of core indicators measuring completions, retention, placement and Non-traditional participation including Perkins special population's data and ethnicity, gender, and retention of these groups. This review was completed for Sonoma County Jr. College District. The following is a synopsis of student performance gaps that will be reviewed as part of the College's focused 4th and 5th year applications using Perkins V funding:

- **ACKNOWLEDGED GAP** Within **Non-traditional Program Enrollment:** 07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, 13 Family & Consumer Sciences and 14 Law are beneath 90% of the state negotiated rate: SRJC requires a strategic approach in attracting Non-traditional concentrators. In collaboration with the Office of Marketing and Communication, the Career Center, and the Student Outreach team, a strategic marketing and outreach campaign will be funded using Perkins V funds to bring more awareness to these programs of study and career opportunities in CE.

  SRJC will begin planning, implementing, or improving existing outreach to new and current students using the following strategies: a series of events and outreach activities including: CE career fairs; industry guest speaker events; opportunities for CE students to visit industry sites; CE program visits to high school campuses; Career Center workshops and online career assessment tools; targeted multi-media advertising in key markets; career exploration courses with focus on CE; and individual career counseling.

- **ACKNOWLEDGED GAP SPECIAL POPULATIONS:** Across all Core Indicators, SRJC acknowledges a gap in strategically focused efforts to ensure special populations are aware of the services, workshops, and classes offered. Department projects and CE department marketing will address this gap. SRJC's efforts to increase College & Career Access Pathway (CCAP) agreements with local high schools provide an additional avenue for special populations to become familiar with pathways into high-demand careers. Additionally, SRJC will actively research professional development opportunities that support special populations and offer these opportunities to faculty and staff.

Background

Three Appendices are included as background to this CLNA approval:

Appendix A Introduction to CLNA and In-demand Industry Sectors
Includes the regional strong workforce and WIOA structures and choice of in-demand industry sectors, analysis completed by Centers for Excellence on In-demand industry sectors, and the Bay Area Community College Consortium (BACCC) 22-24 Regional Plan and corresponding in-demand industry sectors. This Appendix informed the required Key Stakeholders informed process gaps and in-demand industry sectors.

Appendix B Evaluation of Student Performance -- Core Indicators
Includes required Perkins V accountability review for the District using CCCCO Core Indicators. This report covers CE student demographics data, aggregate core indicator data, and a conclusion of gaps. This informed Section 1: Performance Gaps as the conclusion of this review.

Appendix C Program Gap Analysis Required Narrative and Advisory Committee Consultation
Includes review of gaps in current process (in narrative format) using the Comprehensive Local Needs Assessment, Perkins V 4-year application, and District Perkins CLNA process gaps. This informed Sections 1-6 narrative requirements for the CLNA.

APPENDIX A

Introduction to Comprehensive Local Needs Assessment
and In-Demand Industry Sectors

Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress's commitment in providing nearly $1.3 billion annually for Career Education (CE) programs for the nation's youth and adults.

Perkins V, Title I-C Basic Grant funding is allocated by formula to each District within the California Community College System and requires involvement by a diverse body of stakeholders who then inform a required comprehensive local need assessment (CLNA) every two years within the life of the Act. The colleges within the district then create a one-year focused application.

Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment related to career education, and include the results of the assessment in the local application. The assessment must be updated every two years. The CLNA review encompasses the following three concepts:
1. CE programs funded with Perkins V allocations are of sufficient in size, scope, and quality to meet the needs of all students served; are aligned to State, regional, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board; and are designed to meet local education or economic needs not identified by State boards or local workforce development boards
2. Local performance accountability data, as established by Perkins V §113, is reviewed for student performance gaps for a variety of subgroups and for special populations as defined in the Act
3. Assess required narrative questions for process gaps and gaps identified by advisory stakeholders (determining objectives and activities to add to the focused 5th and 6th year applications) to obtain student success from secondary to postsecondary to employment with multiple entry and exit points

Stakeholder Consultation

As specified within the introduction, in order to receive Perkins V, Title I-C Basic Grant funding, each District must involve a diverse body of stakeholders with a minimum of participants as specified in §134(d). Those participants are then given a training on Perkins V requirements in general and their role as stakeholders specifically in informing the CLNA which is renewed every two year and an application narrative as specified in §134(b) and their role in continued consultation as specified in §134(e).

Convening the Stakeholder/Consultation Group §134(d)

Sonoma County Junior CD (Santa Rosa Junior College) Perkins Advisory Council was developed by inviting a strong existing stakeholder base. Following is a list of the required consultation group members

1. Representatives of CE programs in a local educational agency or educational service agency, including teachers, administrators, career guidance, principals and other school leaders and advisement professionals, paraprofessionals, and other staff (secondary and postsecondary).

Name	Title	Perkins V Group	Institution	E-Mail
Aimee Jasa	HS Diploma & Equivalency Program Manager	1	Petaluma Adult School	ajasa@petk12.org
Ann Mansfield	Job Developer	1	SRJC	amansfield2@santarosa.edu
Charisse Arnold	Assoc Dean, PSTC InService Programs	1	SRJC	carnold@santarosa.edu
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Dan Ostermann	Principal	1	Casa Grande High School	dostermann@petk12.org
Erin Fender	Director of Curriculum and Instruction	1	Healdsburg Unified School District	efender@husd.com
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Jamie Longnecker	Coordinator, Workforce Development	1	SRJC	jlongnecker@santarosa.edu
Kristina Sisseck	VP of Programs	1	North Bay Children's Center	ksisseck@nbcc.net
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Laura Hendrickson	Principal	1	Santa Rosa High School	lhendrickson@srcs.k12.ca.us
Louis Ganzler	Asst Superintendent for School Safety	1	SCOE	lganzler@scoe.org
Maleese Warner	Director, Child Development	1	SRJC	mwarner@santarosa.edu

Megan McClelland	Counselor	1	Petaluma High School	mmcclelland@petk12.org
Megan Wilson	Executive Director	1	Tree House Hollow Preschool	megan.wilson@treehousehollow.org
Nicole Cancilla	Counselor	1	Piner High School	ncancillakopf@srcs.k12.ca.us
Noah Morris	Employment Services Advisor	1	SRJC	nmorris@santarosa.edu
Renee Whitlock-Hemsouvanh	Owner	1	Child Family Community	renee@childfamilycommunity.com
Riley Dale	CE Director	1	Cloverdale High School	daler@cusd.org
Sharon Ferrer	CE Pathway Director	1	SCOE	sferrer@scoe.org
Wendy Swanson	Counselor	1	Sonoma Valley High School	wswanson@sonomaschools.org

2. Representatives of CE programs at postsecondary educational institutions, including faculty and administrators.

Name	Title	Perkins V Group	Institution	E-Mail
Amy Housman	Faculty (AgNR)	2	SRJC	ahousman@santarosa.edu
Andrew Gratto-Bachman	Coordinator, Student Success Programs	2	SRJC	agrattobachman@santarosa.edu
Ann Mansfield	Job Developer	2	SRJC	amansfield2@santarosa.edu
Brad Davis	Dean, Workforce Dev & Career Education	2	SRJC	bdavis@santarosa.edu
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Ken Sebastiani	Assoc Dean, Fire Tech	2	SRJC	ksebastiani@santarosa.edu

Kerry Loewen	Dean, Arts & Humanities	2	SRJC	kloewen@santarosa.edu
Kim Starke	Dean, Disability Resources	2	SRJC	kstarke@santarosa.edu
Maleese Warner	Director, Child Devel	2	SRJC	mwarner@santarosa.edu
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Stephanie Clark	Faculty (Graphic Design)	2	SRJC	sclark@santarosa.edu
Rachel Smith	Director, Workforce Programs & CE Grants	2	SRJC	rsmith@santarosa.edu

3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries.

Name	Title	Perkins V Group	Institution	E-Mail
Adam Arnold	Industry (ATL)	3	Sonoma County Fleet	adam.arnold@sonoma-county.org
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Brian Cyr	Industry (EMC)	3	Sonoma Valley Fire	mcyr@sonomavalleyfire.org
Brian Meader	Industry (EMC)	3	Medic Ambulance Service	bmeader@medicambulance.net
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Coben Alexander	Industry (ATL)	3	Sanp-on Industrial	coben.alexander@snapon.com
Cori Rickert	Industry (Fire)	3	Santa Rosa Fire	crickert@srcity.org
Elizabeth Toups	Industry (Water Wastewater)	3	BAYWORK	etoups@jvs.org

Erin Carlson	Board Member	3	Sonoma County WIB	ecarlson@phealthcenter.org
George Steffensen	Board Member	3	Sonoma County WIB	gsteffensen@sbcglobal.net
Katie Greaves	Director	3	Sonoma County WIB	kgreaves@schsd.org
Kristina Sisseck	Industry (Child Dev)	3	North Bay Children's Center	ksisseck@nbcc.net
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Makenzie Burt	Industry (Mechatronics)	3	Keysight Technologies	makenzie.burt@keysight.com
Megan Wilson	Industry (Child Dev)	3	Tree House Hollow Preschool	megan.wilson@treehousehollow.org
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Nicollette Weinzveg	Industry (Construction Mgmt)	3	North Coast Builders Exchange	workforce@ncbeonline.com
Prudence Ratliff	Program Planning & Evaluation Analyst	3	Sonoma County Job Link	pratliff@schsd.org
Renee Whitlock-Hemsouvanh	Industry (Child Dev)	3	Child Family Community	renee@childfamilycommunity.com
Susanne Dugan	Industry (Digital Audio)	3	Sole Proprietor	susydugan@gmail.com
Tim Graham	Industry (Adv Manuf)	3	Keysight Technologies	tim.graham@keysight.com
Tony Demattei	Industry (Mechatronics)	3	Keysight Technologies	tony_demattei@keysight.com
Wesley Barry	Industry (Construction Mgmt)	3	Midstate Construction	wesb@midstateconstruction.com

4. Parents and students

Name	Title	Perkins V Group	Institution	E-Mail
Adam Arnold	Industry advisory member (ATL)	4	Sonoma County Fleet	adam.arnold@sonoma-county.org
Andrew Gratto-Bachman	Coordinator, Student Success Programs	4	SRJC	agrattobachman@santarosa.edu

Erin Fender	Director of Curriculum and Instruction	4	Healdsburg Unified School District	efender@husd.com
Grismel Alonso Soto	Community Member	4	Community Member	grissotomaciel@gmail.com
Josh Adams	Dean, Academic Affairs	4	SRJC	jadams2@santarosa.edu
Ken Sebastiani	Assoc Dean, Fire Tech	4	SRJC	ksebastiani@santarosa.edu
Leslie Simmons	VP of Impact & Investments	4	CE Foundation	lsimmons@ctesonomacounty.org
Louis Ganzler	Asst Superintendent for School Safety	4	SCOE	lganzler@scoe.org
Maria Randazzo	EOPS STNC	4	SRJC	mrandazzo@santarosa.edu
Megan Rhodes	Job Developer	4	SRJC	mrhodes@santarosa.edu
Megan Wilson	Executive Director	4	Tree House Hollow Preschool	megan.wilson@treehousehollow.org
Michael Pratt	Industry (Adv Manuf)	4	BMW	mpratt@mendocino.edu
Prudence Ratliff	Program Planning & Evaluation Analyst	4	Sonoma County Job Link	pratliff@schsd.org
Renee Whitlock-Hemsouvanh	Owner	4	Child Family Community	renee@childfamilycommunity.com
Sharon Ferrer	CE Pathway Director	4	SCOE	sferrer@scoe.org
Rachel Smith	Director, Workforce Programs & CE Grants	4	SRJC	rsmith@santarosa.edu

5. Representatives of special populations (Disabled, Non-traditional, Economically Disadvantaged, Foster Youth, Homeless Youth, Single Parent (Single Pregnant Woman), English Learners, Out-of-Work Individuals)

Name	Title	Perkins V Group	Institution	E-Mail
Debra Sanders	Foster & Homeless Youth Liaison	5	SCOE	dsanders@scoe.org
Grismel Alonso Soto	Community Member	5	Community Member	grissotomaciel@gmail.com

James Cox	Director of Quality and Strategic Growth	5	Becoming Independent	jcox@becomingindependent.org
Jamie Longnecker	Coordinator, Workforce Development	5	SRJC	jlongnecker@santarosa.edu
Jerry Corradi	Program Director	5	United Cerebral Palsy of the North Bay	jcorradi@ucpnb.org
Jessica Paisley	Faculty (Human Serv)	5	SRJC	jpaisley@santarosa.edu
Kim Starke	Dean, Disability Resources	5	SRJC	kstarke@santarosa.edu
Louis Ganzler	Asst Superintendent for School Safety	5	SCOE	lganzler@scoe.org
Maria Tah Pech	Community Engagement Coordinator	5	Latino Service Providers	mtahpech@latinoserviceproviders.org
Maria Randazzo	EOPS STNC	5	SRJC	mrandazzo@santarosa.edu
Nicole Cancilla	Counselor	5	Piner High School	ncancillakopf@srcs.k12.ca.us
Noah Morris	Employment Services Advisor	5	SRJC	nmorris@santarosa.edu
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Stacie Sather	Rising Scholars - IGNITE faculty coordinator	5	SRJC	ssather@santarosa.edu
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6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth

Name	Title	Perkins V Group	Institution	E-Mail
Chris Ottolini	Industry (EMC) Faculty (EMC)	6	Coastal Life Support	chrisottolini58@yahoo.com
Grismel Alonso Soto	Community Member	6	Community Member	grissotomaciel@gmail.com

Maria Tah Pech	Community Engagement Coordinator	6	Latino Service Providers	mtahpech@latinoserviceproviders.org
Melanie Dodson	Executive Director	6	4 Cs of Sonoma County	mdodson@sonoma4cs.org

7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Name	Title	Perkins V Group	Institution	E-Mail
Maleese Warner	Director, Child Devel	7	SRJC	mwarner@santarosa.edu
Tieraney Giron		7		tieraneyg@bellacanavineyards.com

Training the Stakeholder Advisory/Consultation Group

Sonoma County Junior College District (Santa Rosa Junior College) convened its required Perkins V consultation group for the first time on Friday, September 29, 2023. The meeting was held on Zoom and was facilitated by Robin Harrington of Harrington Education Consulting. Ms. Harrington is a 30-year veteran with the California Community Colleges Chancellor's Office (26 of which were within the Career Technical Education Unit working with Perkins funding).

The meeting contained a training component that consisted of the following two sections:
- Overview of Perkins V (purpose of the Act, integrating Perkins funding into existing statewide CE funding such as Strong Workforce and Guided Pathways, required objectives, accountability and allowable/non-allowable expenditures)
- Overview of Advisory/Consultation Committee's purpose (comprehensive local needs assessment, informing two-year applications and continued consultation)

The second half of the meeting was dedicated to a conversation centered around Perkins V gaps at SRJC. In advance of the meeting, each advisory member was sent a table of gaps collected from 25% of community colleges districts statewide during the last five years of Perkins V, and asked to review the table in advance of the meeting in order to discuss additions, deletions, revisions of perceived gaps at SRJC. Stakeholders shared their views on perceived gaps within Career Education at SRJC. These gaps were recorded and gathered to complete a survey that would be sent to members. The Advisory/Consultation Committee was informed of next steps and the meeting was adjourned.

The Perkins Advisory Group Survey resulted in 49 responses at a 71% rate. A total of 74 potential gaps were presented to respondents and they were asked to select the extent to which they agreed whether the potential gap was an actual gap. Response options included: "Strongly Agree"; "Somewhat Agree"; "Don't Know"; "Somewhat Disagree"; and "Strongly Disagree". The following Table shows the results of the survey.

Perkins V Career Technical Education Gaps	Somewhat Agree	Strongly Agree	Don't Know	Somewhat Disagree	Strongly Disagree
ACCOUNTABILITY					
• Promoting Non-traditional occupations. Solution: Strategic plan for conscious promotion of Non-traditional occupations (examples: male nursing, female construction trades)	15	24	9	1	0
• Helpful student data systems. Solution: central store of student information (to determine student gaps, at risk students, special accommodations, etc.) that can be shared with counselors, faculty, administration at both secondary and postsecondary institutions	19	23	7	0	0
• Transitional services for CE students (outreach, connection to program of study, etc.)	18	27	2	2	0
ARTICULATION					
• Alignment between secondary, postsecondary (including UC/CSU) in guided pathways and industry sectors	15	24	9	1	0
• Dual and concurrent enrollment offerings from secondary to postsecondary. Solution: design a structured process across all programs	10	31	6	2	0
BASIC SKILLS					
• Transferable skills, including assistance to help students understand what transferable skills are	16	28	4	1	0
• Soft skills/employability skills (starting in early grades)	11	30	6	2	0
• Basic skills (math, reading, writing, digital literacy and financial literacy)	12	**32**	5	0	0
• Solution for above: Summer Bridge Curriculum	18	16	13	1	1
COUNSELING					
• Counselor understanding and empowerment re: CE knowledge (program details, career opportunities, multiple entry and exit points, wage attainment, retention/completion services)	16	26	6	1	0
• Availability of counseling during Non-traditional hours)	10	28	9	1	1

Perkins V Career Technical Education Gaps	Somewhat Agree	Strongly Agree	Don't Know	Somewhat Disagree	Strongly Disagree
MENTORING					
• Encouraging retention and completion for CE students with Cooperative Work Experience or other	11	28	9	1	0
• Peer counseling and advising (Example: work study for University counseling students at Community Colleges)	11	21	16	1	0
• Collaboration between high school (faculty, staff, students, parents) and the College in skills and opportunities for CE Programs	8	35	4	2	0
OUTREACH					
• Assessment of best strategies (outreach/counseling/marketing) to prompt high school students to choose a program of study within secondary and continuing on to postsecondary (this includes outreach to parents in secondary to understand CE and lucrative careers, living wage attainment, multiple exit and entry points)	16	29	3	1	0
• High-end marketing tools (Examples: demonstration of skills learned in a program of study from middle school through community college level; outreach videos showing industry/tech changes from "old school to new school")	14	25	7	2	1
• Early career exploration/exposure to programs of study and guided pathways (middle school and earlier)	15	28	5	1	0
• Secondary and postsecondary outreach for CE program (pathway day events, career days, boot camps, learn and earn sessions, counselor presentations, information on CE program/jobs)	12	30	5	2	0
• Outreach to current and prospective CE students via community organizations, employers in the region, and existing student organizations	18	25	5	1	0
• Funding of a dedicated SRJC position for dual enrollment transition and training to support high schools	15	26	6	1	1
• Use of previous successful graduates for outreach	15	27	7	0	0

Perkins V Career Technical Education Gaps	Somewhat Agree	Strongly Agree	Don't Know	Somewhat Disagree	Strongly Disagree
CERTIFICATIONS					
• Completion of certification during and upon program completion	12	21	13	2	1
LMI DATA					
• Tracking LMI data within self-employment	13	15	20	0	1
• Staff at secondary institutions to connect programs of study with accurate LMI data	14	19	14	1	1
• Crossover charts showing which programs fall under the definition of in-demand and which do not	15	16	15	2	1
• Understanding of and response to regional needs using data-driven decisions	17	21	9	1	1
• Determining local In-demand industry sectors	10	29	7	2	2
PERSONNEL					
• Recruitment of CE faculty with attention to diversity, campus demographics	15	20	10	2	2
PEDAGOGY/TEACHING STRATEGIES					
• Apprenticeship program for the trades	10	33	4	2	0
• Early contextualized learning for secondary students	10	22	14	2	1
• Virtual and online course availability	15	20	6	6	2
• Inclusion of career guidance and employability skills within curriculum	16	26	5	1	1
PRIOR LEARNING CREDIT					
• Credit for prior learning (example: veterans)	14	22	11	0	2
• Credit for honoring student labor experiences	16	21	9	0	3

Perkins V Career Technical Education Gaps	Somewhat Agree	Strongly Agree	Don't Know	Somewhat Disagree	Strongly Disagree
PROFESSIONAL DEVELOPMENT					
• TOP Code use and accountability for Faculty/Instructors	12	8	26	1	2
• CE-focused PDA opportunities, including pathways and student outcomes	15	19	14	0	1
• Curriculum development at new program launch (ex: simulation equipment, Build Your Dreams - Industrial Manufacturing, Technician Apprenticeship)	16	16	15	1	1
• Secondary institution personnel (administrators, teachers, paraprofessionals) awareness of SRJC programs of study and guided pathways	10	27	12	0	0
• Faculty mentoring	13	20	15	0	1
RELATIONSHIP BUILDING					
• Collaboration and alignment between secondary and postsecondary programs of study	13	32	3	1	0
• Collaboration between Sonoma County Job Link (WIOA one-stop center) and SRJC for programs of study (training, support services, job search, paid/partial paid work experience, case management/counseling)	15	24	9	1	0
• Partnership with secondary institutions to inform a comprehensive plan of how to introduce SRJC programs of study/career pathways	14	29	6	0	0
• Regional goals among education systems to drive change	19	21	6	2	1
• Inclusion of industry partners to encourage work-based learning	8	32	8	1	0
• Cross-collaboration between CE programs	12	28	7	1	1
• Coordination between funding sources and segments of education (K-12/Community College/UC CSE/Career) to minimize duplication	13	27	8	0	1

Perkins V Career Technical Education Gaps	Somewhat Agree	Strongly Agree	Don't Know	Somewhat Disagree	Strongly Disagree
SUPPORT SERVICES					
• Services for families having limited time to attend school due to financial status, childcare, etc.	14	24	6	3	2
• Tracking of economically disadvantaged students and offering services, including partnering with providers of assistance and vouchers	12	27	7	3	0
• Determination of reasons for low uptake of support services (ex: lack of awareness? inconvenient time/location?)	13	24	10	2	0
• Disparity between uptake of services in K12 vs community college students (ex: disability services have 80% uptake in K12 but only 18% in community college). Identify CE students that access services in high school and do outreach as they enter community college	11	28	9	1	0
• Financial barriers to start/complete courses and/or take certification/licensing exams, therefore students are unable to find employment	9	29	7	3	1
• Incorporating current technology into programs (data, systems, analytical tools, visualization tools)	11	25	12	0	1
• Access to and/or awareness of student support services, including quality job services	12	26	10	0	1
REMOTE LEARNING					
• Computer/Software/Cable broadband issues, accessing Zoom or YouTube, are a barrier to performing online	11	16	17	5	0
• Availability of in-person labs	8	19	19	1	2
• Implementation of online support services	14	18	14	3	1
• Digital divide for underrepresented communities	13	25	10	0	1

Perkins V Career Technical Education Gaps	Somewhat Agree	Strongly Agree	Don't Know	Somewhat Disagree	Strongly Disagree
WORK BASED LEARNING/EMPLOYMENT					
• Targeted approach for work-based learning in each education segment (secondary, postsecondary, industry -- including what gap it fills for industry)	15	22	9	3	0
• Guidelines for internships and measures to support interns	15	22	9	3	0
• Liability when addressing work-based learning (particularly referenced internships for K-12 students)	17	15	13	2	2
• Work-based learning for all In-demand industry sectors that have programs of study	13	24	9	3	0
• Working with out-of-the box options for work-based learning (mentioned virtual/remote access, or project-based learning, virtual job fairs)	17	17	13	2	0
• Student awareness of available services/workshops/classes (resume building, interview skills, wage negotiation, SCANS skills of personal qualities (displays responsibility, self-esteem, sociability, self-management, and integrity and honesty)	17	23	8	1	0
• Economically disadvantaged students that require personal equipment/supplies, English Learners without an SSN	9	28	11	1	0
• Alignment of local employers' expectations with program offerings/student qualifications re: internships and externships (ex: how can community college students have the skills necessary to accomplish jobs where a business's expectation is a 4-year degree?)	15	25	9	0	0
• CE-specific coordinator for placing CE students in jobs	12	24	12	1	0
• Process that results in CE student receiving work-based learning (job-placement, career talks, internships, career explorations)	13	25	10	1	0
• Internships and apprenticeships for HS students	13	22	11	3	0

Perkins V Career Technical Education Gaps	Somewhat Agree	Strongly Agree	Don't Know	Somewhat Disagree	Strongly Disagree
REMOTE LEARNING					
• Computer/Software/Cable broadband issues to perform online	11	16	17	5	0
• Availability of labs on ground and if and when available vaccinations status affects access programming					
• Some support service implementation is lacking online	14	18	14	3	0
• Accessing Zoom or YouTube is not available due to internet access					
• Digital divide is a problem for underrepresented communities					

TOP FIVE GAPS

The survey resulted in the following five gaps that were chosen by the 49 responses at no less than 65% of the total response.

MENTORING (71%)

- Collaboration between high school (faculty, staff, students, parents) and the College in skills and opportunities for CE Programs

PEDAGOGY/TEACHING STRATEGIES (67%)

- Apprenticeship program for the trades

RELATIONSHIP BUILDING (65%)

- Inclusion of industry partners to encourage work-based learning

- Collaboration and alignment between secondary and postsecondary career pathways/programs of study

BASIC SKILLS (65%)

- Basic skills (math, reading, writing, digital literacy and financial literacy)

Planning, Alignment, and Coordination

California State CTE Plan

The following is a synopsis of the 2023 California State Plan for Career Technical Education (CTE): A Visions for Equity and Excellence, produced by the State of California in response to a variety of funding sources (including Federal Perkins V Comprehensive Needs Assessment Requirements). This plan sets forth a vision, key priorities and themes, short-term goals and strategies, and a call to action for achieving California's aims and outcomes for student success and meeting employers' future workforce needs. The plan seeks to improve equity in access and outcomes across the state's diverse geography, student and worker populations, and individual identities. It provides cohesion and direction to current state, regional and local level efforts through visionary and innovative approaches that are relevant for all interest holders, most importantly for students, workers and employers as the CTE system's ultimate benefactors. In its approach, the plan preserves the intentionality of California's student centered approach and the California Way.

The plan has priorities with the following five major themes:

1. **Pathways:** CE provides one of many pathways into the labor market. Education equips students with the skills and competencies they need to achieve strong employment outcomes. Pathways bridge secondary and postsecondary education, include multiple entry and exit points, and lead to and through postsecondary credentials aligned with In-demand industries and quality jobs.
2. **Dual Enrollment:** Increasing strategic dual enrollment to accelerate educational attainment that leads to meaningful employment. Obtaining college credit prior to high school graduation boosts academic achievement and completion in high school and allows for post-secondary access, enrollment, degree attainment and credit accumulation.
3. **Regional Partnership Development:** Connecting students to work experience and job opportunities, as well as developing and deploying comprehensive supports that meet students' needs, by increasing regional infrastructure for coordination, collaboration, and alignment.
4. **CE Teacher and Faculty Preparation and Pipeline**: The pipeline and preparation of CE teachers and faculty, as well as support and resources, should reflect the needs of CE and demands of the labor market now and in the future.
5. **Work-Based Learning:** Increasing work-based learning for accelerating and advancing students into meaningful employment. Work-based learning is also an equity strategy that supports learners in gaining access to workplaces and professional networks.

Vision 2030 (2023-2030) – A Roadmap for California Community Colleges

Vision 2030 is a collaborative action plan that provides focus, equity, and direction to California community colleges. It guides field practice, removes barriers, fosters policy reform, and supports college implementation. And it responds to technological and environmental changes facing the community while holistically addressing the needs of colleges and students.

Vision 2030 advances California Community Colleges' work improving student outcomes while focusing on the following key strategic areas: Active partnership with people in the field to guide

practice and provide data, technical assistance and needed supports; Systems Development to remove barriers at scale; Lead state, federal and philanthropic development to support fiscal sustainability and maximize local resources; and Identify and advance policy reform across state, federal, Title V and local district policies to unlock potential.

Vision 2030 continues California Community Colleges' commitment to set bold goals for the system to pursue transformational change to ensure institutions truly work for all students across race, ethnicity, religion, class and gender with a focus on students who are harmed by persistent systemic barriers linked to their racial and ethnic identities. Three Vision 2030 goals, measuring six associated outcomes, will be critical to track progress and ensure continuous improvement.

Goal 1: Equity in Success - Ensure the academic and career success of all Californians who are current and prospective California community college students
- Completion: Increase with equity the number of California Community College students who complete a meaningful educational outcome
- Baccalaureate Attainment: Increase with equity the number of California Community College students attaining a baccalaureate degree
- Workforce Outcome: Increase with equity the number of California Community College students who earn a living wage

Goal 2: Equity in Access - Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California Community College
- Student Participation: Increase, with equity the number of students attending a California Community College, with particular emphasis on the number of underserved Californians

Goal 3: Equity in Support - Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians
- Maximizing Financial Aid: Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey
- Reduce Units to Completion: Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)

Workforce Innovation and Opportunity Act (WIOA)
Both Perkins V and WIOA have common language around articulating the state's strategic vision and goals for preparing an educated and skilled workforce and the workforce development activities in the state plan (Perkins V Sec. 122(d), (WIOA Sec. 102(b)). Perkins V also indicates that the state plan should include a strategy for coordination across CE and the state's workforce development system to achieve this strategic vision (Perkins V Sec, 122(d)(3)). This means a strategy for joint planning, alignment, coordination and leveraging between the Districts and their local WIOA counterparts.

The Sonoma County WIB is one of three local workforce areas that make up the North Bay Planning Unit, known as the North Bay Economic Connection (NBEC), which includes the

Solano Workforce Development Board and the Workforce Alliance of the North Bay (Marin, Napa, Mendocino, Lake). NBEC has developed a 2021-2024 Regional Plan with regional goals. Following is an overview of this plan.

Top Five In-demand Industry Sectors within Sonoma County
- Healthcare and Social Assistance
- Retail Trade
- Accommodation and Food Services
- Manufacturing
- Construction

Top Five In-demand Occupations within Sonoma County
- Office and Administrative Support
- Sales
- Food Preparation & Serving
- Transportation & Material Moving
- Management

Overall Goals of the Plan
- In coordination across the North Bay Region, actively engage industries (within priority In-demand industry sectors) that provide living-wage jobs with career pathways
- Lead efforts to align and integrate all WIOA partners within the system to deliver a true one-stop model
- Lead industry, education and core WIOA partners to expand opportunities for earning wages while learning to do the job (developing apprenticeship opportunities within in-demand industry sectors)
- Focus on WIOA priority populations of veterans and incarcerated (those that crossover to Perkins V Special populations), including economically disadvantaged, English Learners, disabled, out of workforce individuals, homeless youth, foster youth and the disabled individuals who have received industry recognized certificates to find employment
- Increase and improve services to English Learners
- Focus on Equity creating system inclusivity and accessibility
- Continuous System Improvement and high performance using current developed "Employment & Training Road Map" standards to effect eight key outputs using data reports and dashboards

Bay Area Community College Consortium (BACCC)
Eight regional consortia continue to be funded Statewide via California's Perkins V State Plan and Strong Workforce. The regional consortia in the state are made up of ten macro regions and eight regional consortiums. The Bay Area (two macro regions) decided to become one region when the funding was first offered and has remained as a single region to this day. For the purpose of identifying and meeting regional educational needs, providing training, sharing timely field-based information to state leaders, disseminating effective practices, recommending funding priorities, and supporting the achievement of statewide leadership policies, the regional consortium now receives $2,943,993 in funding beginning in 2022 that funds 15 positions for

subregional collaboration and coordination, k-14 Career Pathways, a Director of Workforce Development, Regional Directors for in-demand Industry Sectors, a Director for Work Basked Learning & Apprenticeships, and data costs.

For in-demand industry purposes, the region is divided into five areas: Mid-Peninsula (San Francisco/San Mateo); East Bay (Alameda and Contra Costa Counties); Silicon Valley (Santa Clara County); North Bay (Marin, Napa, Sonoma and Solano counties); and Santa Cruz/Monterey. However, each area continues as one regional consortium for the purpose of identifying and meeting regional educational needs, providing training, sharing timely field-based information to state leaders, disseminating effective practices, recommending funding priorities, and supporting the achievement of statewide leadership policies.

Following is a synopsis of BACCC's Bay Area Regional Plan 2022-2024, which focuses on pathways, including postsecondary education to enter employment on a career path leading to livable wages or to transfer to a four-year college. In the Bay Region, the state funded agencies providing important stages of these pathways include 28 community colleges, 16 Adult Ed Consortia, 14 Workforce Development Boards, 12 County Offices of Education, 14 Regional Occupational Programs, and over 300 high school and K-12 districts and 90 charter schools serving high school students

The Bay Area Regional Plan for 2022-2024 identifies 12 sectors as being important to the Bay Region economy. Five are identified as high priority sectors due to the relatively high percentage of livable wage jobs directly accessible with a community college education; the changing nature of work within the sector due to rapidly evolving technology; the importance of skills taught within the sector to occupations across all sectors; the importance of diversifying the workforce in the sector to achieve greater equity; and the priority ranking issued by both colleges and Regional Priority Committee members.

In-demand Industry Sectors/Clusters (High Priority)
1. Advanced Manufacturing
2. Advanced Transportation
3. Health
4. Information & Communication Technologies – Digital Media
5. Public Safety

In-demand Industry Sectors/Clusters
1. Agriculture, Water, and Environmental Technologies
2. Business & Entrepreneurship
3. Education & Human Development
4. Energy Construction & Utilities
5. Global Trade
6. Life Sciences - Biotechnology
7. Retail, Hospitality, & Tourism

Overall Priorities of the Plan

- Subregional Collaboration and Coordination
- K-14 Career Pathways
- Workforce Development Partnerships & Short-term Training
- Collaboration & Coordination within the 12 In-demand industry sectors of the Bay Region
- Career Services, Work-Based Learning and Apprenticeships
- Diversity, Equity, Inclusion & Belonging
- Using accurate and comprehensive Data to Improve Outcomes

The following is a table that shows the State of California, Sonoma County WIB, Bay Area Community College Consortia priorities and SRJC program and accountability gaps as determined within the Perkins V required CLNA. It should be noted that while SRJC did not choose to use Perkins V funding for some of the plan priorities listed below, that does not mean the District is not using in-kind funding to do so.

Plan Priorities	State Plan	WIOA Plan	Regional Plan	Santa Rosa Survey Gaps
K-14 Career Pathways/Programs of Study	√	√	√	√
Dual Enrollment	√			
Regional Partnership Development	√	√	√	√
CE Teacher & Faculty Preparation & Pipeline	√			
Work-Based Learning/Apprenticeships			√	√
Employment for Special Populations		√		
Increased Services to Limited English Proficient		√		
Equity (inclusivity & accessibility)		√	√	
Workforce Development Partnerships & Short-term Training			√	
Using accurate and comprehensive Data to Improve Outcomes			√	
Basic Skills (math, reading, writing, digital literacy & financial literacy)				√
Mentoring K-12 on College CE Program Opportunities				√

Size, Scope, and Quality

In order to use Perkins funding, in-demand industry sectors need to be identified. Districts shall use the funding to support career technical education programs that are of sufficient size, scope, and quality to be effective. The following is how the California Perkins V State Plan defines size, scope, and quality:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes
- **Scope:** Programs of Study are part of or working toward inclusion within clearly defined career pathways with multiple entry and exit points
- **Quality:**
  - High-Skilled (programs resulting in an industry recognized certificate, credential or degree)
  - High-Wage (above medium wage for the occupation)
  - In-demand Occupations (defined as an industry sector that has substantial current or potential impact – including jobs that lead to economic self-sufficiently on the State, regional, or local economy as appropriate and contribute to the growth and stability of businesses or growth of other industry sectors)

SRJC -- Determining In-demand Funding

SRJC uses in-demand industry sectors of sufficient size, scope and quality to fund CE programs through Perkins V funding. In accordance with federal requirements for Perkins V, the Bay Area Community College Consortia conducted a Gap Analysis (Comprehensive Needs Assessment) to determine the local need within in-demand industries, occupations associated with these industries, and educational programs that support employment within in-demand industries using Centers of Excellence (COE) labor market reports.

APPENDIX B
Sonoma County Junior College District (SCJCD)

Evaluation of Student Performance -- Core Indicators

As part of the comprehensive local needs assessment (CLNA) §134(c)(2)(1)(A) an evaluation of student performance as determined by State negotiated Core Indicators (within §113 of the Act) is required. This assessment includes all students and the special populations enrolled in career education as listed for Perkin V. Since the Chancellor's Office is only requiring MIS data reports for FY 22-23 and FY 23-24 for this 3rd two-year CLNA, very few districts will contain the special populations homeless youth or youth who have a parent in active military duty as that data would just start to show up as of FY 23-24.

Table 1 below shows statewide ethnicity, statewide student attendance in California Community Colleges, and expanded ethnicities dashboard as reported on the SCJCD's website. These demographics show that SCJCD has a higher white demographic than statewide or CCCCO data.

Table 1 Ethnicity Demographics

Ethnicity *State Population 39,029,342*	Statewide (2022)	CCCCO Student Attendance (2022-23)	Sonoma County Junior College District (2022-23)
Hispanic	40.3%	46.11%	39.9%
White	33.7%	25.67%	43.0%
Black	5.2%	6.02%	2.2%
Native American	0.3%	0.38%	0.5%
Asian	15.3%	12.37%	3.9%
Hawaiian/Pacific Islander	0.4%	0.41%	0.3%
Two or More Races	4.3%	4.21%	5.0%
Other/unknown	0.6%	4.83%	5.1%

General Demographics

Sonoma County Junior College District contains Santa Rosa Junior College (SRJC) and is located in Santa Rosa, Petaluma, Windsor and Forestville within Sonoma County, California. SRJC offered its first classes at Santa Rosa Junior High School in the Fall of 1918 to eighteen students**.** In 1930, a permanent site for the college was identified and by the mid-1930s, four halls and a gym had been constructed and enrollment had reached 1,012. In July 1986 the District purchased a 40-acre site for a permanent campus and online studies have been offered as of 1996. As of 2023, the District is the largest employer in Sonoma county with more than 3,500 employes.

SRJC offers a strong general education program for students planning to transfer to four-year colleges and universities and more than 200 Career Technical Education programs designed to prepare students for careers in the workforce. SRJC grants Associate in Arts (AA), Associate in Arts for Transfer (AA-T), Associate in Science (AS) and Associate in Science for Transfer (AA-T) degrees.

In the course of its 101-year history, SRJC has had six Superintendent/Presidents: Floyd P. Bailey (1921–1957); Randolph Newman (1957–1970); Roy Mikalson (1971–1990); Robert F. Agrella (1990-2012); Frank Chong (2012-2023); and the current Superintendent/President, Angelica Garcia, in 2023. SRJC serves more than 37,000 students each year, attracting students from throughout the state as well as from over 48 countries.

Student Counts (Including Economically Disadvantaged)

For 2023-24 (using California Community Colleges Management Information Systems data from (2021-22) SRJC has 29,445 students, of which 14,148 are within Career Education (CE). From the first CLNA produced in 2019-20, this is a decrease in SRJC's overall count by 11,133 of which 5,805 or 52.14% is a decrease in CE students.

Table 2 below shows a five-year overview of SRJC's overall student population, CE students (disaggregated from the overall in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). The table shows that SRJC (for 2023-24) has 48.04% CE students, of which 40.43% are economically disadvantaged. CE Concentrators that are Limited English proficient (now called English learners) within core indicators are rating 3.8% of all CE concentrators and Non-traditional are ranked at 26.96%.

Table 2 – Sonoma County Junior College District Students
(Including Economically Disadvantaged)

Santa Rosa College	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(17-18) = 2019-20	40,578	19,953	49.17%	8,591	43.05%
(18-19) = 2020-21	38,913	19,226	49.40%	8,231	42.81%
(19-20) = 2021-22	36,343	17,717	48.74%	8,044	45.40%
(20-21) = 2022-23	32,420	15,702	48.43%	6,666	42.45%
(21-22) = 2023-24	29,445	14,148	48.04%	5,721	40.43%
Averaged 5-year Total	35,540	17,349	48.81%	7,450	42.94%

Sonoma County Junior College District Aggregate Core Indicators by 2-digit TOP
Core Indicators are California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system's Community Colleges. This data is for Career Technical Education programs only and can be reviewed by District, College, and College programs by 2-, 4- or 6-digit TOPs. The system downloads this data when at least one concentrator is within a CE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOP, of which at least 1-unit is within a core course (SAM level A-C).

Sonoma County Junior College District MIS core indicator data posted for the last two years 2022-23 and 2023-24 (representing fiscal years 2020-21 and 2021-22 actual performance) was reviewed for fourteen 2-digit TOPs. Table 3 reviews both fiscal years and all four core indicators listed within the online MIS system mentioned above at a 2-digit TOPs level as required by the California Community Colleges Chancellor's Office (CCCCO) in order to determine improvement and gaps. Column one lists the fourteen TOPs in ranking order by number of concentrators.

The first five 2-digit TOPs within the table below represent 82.86% of all concentrators and consist of (01 Agriculture & Natural Resources, 05 Business Management, 12 Health, 13 Family & Consumer Sciences and 21 Public & Protective Services). The row highlighted in tan shows the 100% state negotiated District rates and the row highlighted in pink shows 90% of the state negotiated rates, as that is the standard via Perkins V §113 that a district must minimally meet. If not met, the District must specify what improvement will be made to increase core indicator concentrator student percentages in the following year's application. Each column equals the following core indicators: 1. Postsecondary Retention & Placement; 2. Earned Postsecondary Credential; 3. Non-traditional Program Enrollment; and 4. Employment.

Table 3 – Sonoma County Junior College District 2-Digit TOP Code Review

2-Digit TOP	Retention & Placement #1 22-23	Retention & Placement #1 23-24	Earned Credential #2 22-23	Earned Credential #2 23-24	Non-traditional #3 22-23	Non-traditional #3 23-24	Employment #4 22-23	Employment #4 23-24
100% of State Negotiated Rates	74.53%	91.75%	81.32%	89.00%	23.43%	26.00%	73.00%	73.23%
90% of State Negotiated Rates	67.07%	82.57%	73.18%	80.1%	21.08%	23.4%	65.70%	65.91%
12 Health (1)	94.45	95.64	99.46	99.37	13.33	11.84	89.18	91.07
05 Business & Management (2)	93.04	94.57	88.11	85.44	46.15	45.38	73.74	80.61
21 Public & Protective Services (3)	95.40	97.81	98.17	96.62	30.00	29.10	92.20	95.95
13 Family & Consumer Sciences (4)	89.00	93.19	87.35	83.74	18.45	16.36	74.54	79.89
01 Agriculture & Natural Resources (5)	88.79	93.47	67.39	81.90	31.85	34.44	75.60	79.53
09 Engineering & Industrial Tech. (6)	90.30	96.53	84.16	74.14	6.37	8.43	83.62	92.13
06 Media & Communications (7)	87.14	92.20	95.83	96.33	40.00	35.71	72.62	73.26
07 Information Technology (8)	87.18	85.90	98.73	98.48	24.72	20.65	65.67	66.67
10 Fine & Applied Arts (9)	89.47	85.71	90.24	70.00	39.44	35.09	72.88	64.29
14 Law (10)	88.46	96.43	42.86	84.62	21.62	10.53	70.00	88.89
08 Education (11)	83.33	82.35	100.00	100.00			70.59	70.97
49 Interdisciplinary Studies (12)	100.00	88.33	100.00	100.00			80.00	33.33
02 Architecture & Related Tech. (13)	100.00	100.00	100.00		00.00	20.00		
22 Social Sciences (14)	66.67		88.89				80.00	

NOTE: Light blue text means the data is not statistically valid (under 10 in the denominator). The tan row is 100% of the state negotiated rate and the pink row is 90%, which is the minimum rate that must be met. Yellow highlighted means did not meet 90% of the state negotiated rate and those rows highlighted in melon are the five largest 2-digit TOPs, representing 82.86% of all CE concentrators.

Sonoma County Junior College District Synopsis of 2-digit TOP Code Review (Table 3)

Core Indicator 1: In reviewing 2-digit TOPs for Postsecondary Retention & Placement, all TOPs have met the 90% of state negotiated performance. From fiscal year 22-23 to 23-24 eight of the fourteen TOPs improved from one year to the next, showing course and program improvement. It should be noted that the twelfth to fourteenth ranked 2-digit TOPs have 10 or less concentrators and so are not considered statistically valid.

Core Indicator 2: In reviewing 2-digit TOPs for Earned Postsecondary Credential, two TOPs did not meet 90% of the state negotiated rate (09 Engineering & Industrial Technologies and 10 Fine & Applied Arts), which represents less than 8.6% of all CE concentrators. From fiscal year 22-23 to 23-24 six of the eleven statistically valid TOPs improved from one year to the next, showing course and program improvement. The above-mentioned two TOPs need to develop plans for improving Earned Postsecondary Credentials. It should be noted that the twelfth to fourteenth ranked 2-digit TOPs have 10 or less concentrators and so are not considered statistically valid.

Core Indicator 3: In reviewing 2-digit TOPs for Non-traditional Program Enrollment (note empty cells mean it is not a Non-traditional program and therefore no statistical data is seen), five TOPs (07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, 13 Family & Consumer Sciences, and 14 Law) are not meeting 90% of the state negotiated rate, which represents 48.24% of all CE concentrators. These five TOPs need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional enrollment. It should be noted all but one TOP has decreased from fiscal year 22-23 to 23-24.

Core Indicator 4: In reviewing 2-digit TOPs for Employment, one 2-digit TOP (10 Fine & Applied Arts) did not meet 90% of state negotiated rate, which represents 1.68% of all CE Concentrators. However, of the nine statistically valid TOPs eight have increased from 2022-23 to 2023-24, showing course and program improvement.

Table 4 Review of Core Indicator Special Populations

2-digit TOP	Retention & Placement 23-24	Earned Credential 23-24	Non-traditional Program Enrollment 23-24	Employment 23-24
100% of State Negotiated Rates	91.75%	89.00%	26.00%	73.23%
90% of State Negotiated Rates	82.57%	80.1%	23.4%	65.91%
12 Health **(1) = 1032 concentrator**			Across All Special Populations	
05 Business & Management **(2) = 703 concentrators**		Non-Traditional	Out of Workforce Individuals	Out of Workforce Individuals Disabled
21 Public & Protective Services **(3) = 670 concentrator**				
13 Family & Consumer Sciences **(4) = 379 concentrator**		Non-Traditional Single Parent	Across All Special Populations	
01 Agriculture & Natural Resources **(5) = 311 concentrators**				
09 Engineering & Industrial Tech. **(6) = 261 concentrators**		Economically Disadvantaged Disabled	Economically Disadvantaged Disabled	
06 Media & Communications **(7) = 141 concentrators**				Economically Disadvantaged
07 Information Technology **(8) = 92 concentrators**			Economically Disadvantaged Disabled	Economically Disadvantaged
10 Fine & Applied Arts **(9) = 63 concentrators**	Economically Disadvantaged	Non-Traditional Economically Disadvantaged		Economically Disadvantaged
14 Law **(10) = 38 concentrators**			Across All Special Populations	
08 Education **(11) = 34 concentrators**	Out of Workforce Individuals		*	
49 Interdisciplinary Studies **(12) = 6 concentrators**	Under 10	Under 10	*	Under 6
02 Architecture & Related Techn. **(13) = 5 concentrators**	Under 10	Under 10	Under 10	Under 6
22 Social Sciences **(14) = 0 concentrators**	Under 10	Under 10	Under 10	Under 6

NOTE: Yellow highlighted means individual special populations did not meet 90% of the state negotiated rate. Teal highlighted means the data was not statistically valid or in employment did not meet FERPA regulations to report data. Text in red indicates the number of CE concentrators within each 2-digit TOP designating size of the program. The large asterix within the Non-traditional program enrollment column means the programs that represents concentrators within the 2-digit TOPs were not defined as Non-traditional. The tan row is the 100% state negotiated rate and the pink row is 90% of the state negotiated rate, which is the minimum rate that must be met.

Sonoma County Junior College District Core Indicators Special Population Gaps (Table 4)
Table 4 above is a sub-review of the 2-digit TOPs for the most recent Core Indicator data from cohort year 2021-22 specified as the 2023-24 required review of Perkins V special populations that are not meeting 90% of the state negotiated level of performance for any of the four Core Indicators (Non-traditional, Out-of-Workforce Individuals, Economically Disadvantaged, English Learners, Single Parents, Disabled, Homeless, Foster Youth, Youth with Parents in Active military).

Core Indicator 1: Postsecondary Retention & Placement shows 08 Education (Out of Workforce Individuals) and 10 Fine & Applied Arts (Economically Disadvantaged), which represents 2.5% of all CE concentrators, are not meeting 90% of the state negotiated rate.

Core Indicator 2: Earned Postsecondary Credential shows 05 Business Management (Non-traditional), 09 Engineering & Industrial Technologies (Economically Disadvantaged, Disabled), 10 Fine & Applied Arts (Non-traditional, Economically Disadvantaged), and 13 Family & Consumer Sciences (Non-traditional, Single Parent) did not meet a minimum of 90% of the state negotiated rate. The above equals the following percentages of all CE concentrators: Non-traditional 30.65%, Single Parent 10.14%, Economically Disadvantaged 8.67%, and Disabled 6.98%.

Core Indicator 3: Non-traditional Program Enrollment special populations shows 05 Business Management (Out of Workforce Individuals), 07 Information Technology (Economically Disadvantaged, Disabled), 09 Engineering & Industrial Technologies (Economically Disadvantaged, Disabled), 12 Health (Across All Special Populations), 13 Family & Consumer Sciences (Across All Special Populations), and 14 Law (Across All Special Populations) did not meet a minimum of 90% of the state negotiated rate. The above equals the following percentages of all CE concentrators: Non-traditional Across All 37.99%, Out of Workforce Individuals 18.82%, Economically Disadvantaged 9.45%, and Disabled 2.46%.

Core Indicator 4: Employment special populations shows 05 Business Management (Out of Workforce Individuals), 06 Media & Communications (Economically Disadvantaged), 07 Information Technology (Economically Disadvantaged), and 10 Fine & Applied Arts (Economically Disadvantaged) did not meet a minimum of 90% of the state negotiated rate. The above equals the following percentages of all CE concentrators: Out of Workforce Individuals 18.82% and Economically Disadvantaged 7.92%.

Sonoma County Junior College District -- Conclusion of Gaps

After reviewing Sonoma County Junior College District data as specified in the intro section of this report, the following are gaps/activities that need review and improvement when developing Perkins V 1-year focused applications (using Perkins V or in-kind funding):

1. **Core Indicator 1: Retention & Placement**
In reviewing 2-digit TOPs for Postsecondary Retention & Placement, all statistically valid TOPs overall have met or exceeded the negotiated performance. From fiscal year 22-23 to 23-24 eight of the fourteen TOPs improved from one year to the next, showing course and program improvement. However, within special populations 10 Fine & Applied Arts (Economically Disadvantaged) and 08 Education (Out of Workforce Individuals), which represents 2.5% of all CE concentrators, are not meeting 90% of the state negotiated rate. This represents a very small number but should be reviewed for improvement.

2. **Core Indicator 2: Earned Postsecondary Credential**
The following 2-digit TOPs did not meet the minimum of 90% of the state negotiated rate overall and within special populations:
*   09 Engineering & Industrial Technologies (Economically Disadvantaged, Disabled)
*   10 Fine & Applied Arts (Economically Disadvantaged, Non-traditional)

The following 2-digit TOP met the minimum of 90% of the state negotiated rate overall but not within the following special populations:
*   05 Business & Management (Non-traditional)
*   13 Family & Consumer Sciences (Non-traditional, Single Parent)

These TOPs equal over 37% of all concentrators and need to develop strategies for Earned Postsecondary Credential improvement.

3. **Core Indicator 3: Non-traditional Program Enrollment**
The following 2-digit TOPs did not meet the minimum of 90% of the state negotiated rate overall and within special populations:
*   07 Information Technology (Economically Disadvantaged, Disabled)
*   09 Engineering & Industrial Technologies (Economically Disadvantaged, Disabled)
*   12 Health (Across All Special Populations)
*   13 Family & Consumer Sciences (Across All Special Populations)
*   14 Law (Across All Special Populations)

The following 2-digit TOP met the minimum of 90% of the state negotiated rate overall but not within the following special populations:
*   05 Business & Management (Out of Workforce Individuals, Disabled)

These TOPs equal over 48% of all concentrators need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional special population enrollment.

4. Core Indicator 4: Employment

Out of nine statistically valid TOPs eight have increased from 2022-23 to 2023-24, showing course and program improvement. The following 2-digit TOP did not meet the minimum of 90% of the state negotiated rate overall and within special populations:

- 10 Fine & Applied Arts (Economically Disadvantaged)

The following 2-digit TOPs met the minimum of 90% of the state negotiated rate overall but not within the following special populations:

- 05 Business & Management (Out of Workforce Individuals, Disabled)
- 06 Media & Communications (Economically Disadvantaged)
- 07 Information Technology (Economically Disadvantaged)

These TOPs equal over 26% of all concentrators and need to develop strategies for improving Employment.

5. Overall Gap Across all Programs

High School students in Sonoma County classified as English Learners 2023 is 19.6%. Of this group 18.3% are Spanish speaking. Within SRJC in 22-23, Hispanic students were 39.9% of all students. The County shows the English Learner demographic to be 19.96%. District CE Concentrators that are English Learners within core indicators are rating 3.8% and Non-traditional are negotiated at 26%. The top six programs below contain 93.62% of all CE concentrators. Those highlighted need review of non-duplicative headcount to determine if English Learners have issues becoming CE concentrators.

	English Learners Percentage	Non-Traditional Percentage
12 Health	2.4	11.84
05 Business & Management	6.11	45.38
21 Public & Protective Services	.74	29.10
13 Family & Consumer Sciences	10.55	16.36
01 Agriculture & Natural Resources	2.2	33.44
09 Engineering & Industrial Technologies	4.2	8.43
06 Media & Communications	4.96	35.71
07 Information Technology	7.6	20.65
10 Fine & Applied Arts	1.58	35.09
14 Law	2.63	10.53
08 Education	7.60	*
49 Interdisciplinary Studies	100.00	*
02 Architecture & Related Technologies	0.0	20.00
22 Social Sciences	0.0	0.0

APPENDIX C

Program Gap Analysis
Required Narrative and Advisory Committee Consultation

Stakeholder Engagement
In order to receive Perkins V, Title I-C Basic Grant funding, each District must involve a diverse body of stakeholders with a minimum of participants as specified in §134(d). Those participants are then given a training on: Perkins V requirements in general; their role as stakeholders specifically in informing the CLNA, which is renewed every two years; an application narrative as specified in §134(b); and their role in continued consultation as specified in §134(e).

Sonoma County Junior College District (Santa Rosa Junior College) Perkins Advisory Council was developed by inviting a strong existing stakeholder base. See Appendix A Stakeholder Consultation. The survey resulted in the following five gaps that were chosen by the 49 responses, at no less than 71% of the total response.

CE programs at SRJC are reviewed every year and hold an industry advisory committee meeting at least once per year. This evaluative process allows for consistent input from employers and students regarding the requirements to succeed in the field. Because of CE grant funds, programs frequently receive technology and equipment upgrades and faculty efforts to improve instruction are supported. In addition, several programs are involved in K12 SWP projects, have articulation agreements, and provide opportunities for high school students to earn early college credit. These pathways expose students to a wide range of career options and educate them about the various occupations within a program of study. With the increased number of CCAP agreements in development, transitioning students from high school programs of study into college programs will be smoother and more efficient.

Below are the six gaps identified and following each section is reviewed and discussed in detail.
MENTORING (71%)
- Collaboration between high school (faculty, staff, students, parents) and the College in skills and opportunities for CE programs

PEDAGOGY/TEACHING STRATEGIES (67%)
- Apprenticeship program for the trades

RELATIONSHIP BUILDING (65%)
- Inclusion of industry partners to encourage work-based learning
- Collaboration and alignment between secondary and postsecondary career pathways/programs of study

BASIC SKILLS (65%)
- Basic skills (math, reading, writing, digital literacy and financial literacy)

Comprehensive Local Needs Assessment (CLNA) of Six Required Sections

1. **Section 134(c)(2)(A): Provide a summary of Student Performance on Required Performance Indicators (Disaggregated)** - An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

    1. **Core Indicator 1: Retention & Placement**
        In reviewing 2-digit TOPs for Postsecondary Retention & Placement, all statistically valid TOPs overall have met or exceeded the negotiated performance. From fiscal year 22-23 to 23-24 eight of the fourteen TOPs improved from one year to the next, showing course and program improvement. However, within special populations 10 Fine & Applied Arts (Economically Disadvantaged) and 08 Education (Out of Workforce Individuals) which represents 2.5% of all CE concentrators are not meeting 90% of the state negotiated rate. This represents a very small number but should be reviewed for improvement.

    2. **Core Indicator 2: Earned Postsecondary Credential**
        The following 2-digit TOPs did not meet the minimum of 90% of the state negotiated rate overall and within special populations:
        *   09 Engineering & Industrial Technologies (Economically Disadvantaged and Disabled)
        *   10 Fine & Applied Arts (Economically Disadvantaged and Non-traditional)

        The following 2-digit TOP met the minimum of 90% of the state negotiated rate overall but not within the following special populations:
        *   Business & Management (Non-traditional)
        *   Family & Consumer Sciences (Non-traditional and Single Parent)

        These TOPs equal over 37% of all concentrators and need to develop strategies for Earned Postsecondary Credential improvement.

        ACKNOWLEDGED GAP: Engineering & Industrial Technologies, Applied Arts
        The following may be causal:
        *   Students earning a postsecondary credential but not requesting it;
        *   Data not available to the State for (licenses recognized by the State or Federal Government); and
        *   Data being 2 years in arrears is not showing improvement of tracking earned postsecondary credentials
        The Career Education department will begin conversations with administration to explore methods to auto-award certificates and degrees, where possible, and remove barriers to students requesting graduation.

3. **Core Indicator 3: Non-traditional Program Enrollment**
   The following 2-digit TOPs did not meet the minimum of 90% of the state negotiated rate overall and within special populations:
   - 07 Information Technology (Economically Disadvantaged, Disabled)
   - 09 Engineering & Industrial Technologies (Economically Disadvantaged, Disabled)
   - 12 Health (Across All Special Populations)
   - 13 Family & Consumer Sciences (Across All Special Populations)
   - 14 Law (Across All Special Populations)

   The following 2-digit TOP met the minimum of 90% of the state negotiated rate overall but not within the following special populations:
   - 05 Business & Management (Out of Workforce Individuals, Disabled)

   These TOPs equal over 48% of all concentrators and need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional special population enrollment.

   ACKNOWLEDGED GAP: Within Non-traditional Program Enrollment 07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, 13 Family & Consumer Sciences and 14 Law SRJC requires a strategic approach in attracting Non-traditional concentrators. In collaboration with the Office of Marketing and Communication, the Career Center, and the Student Outreach team, a strategic marketing and outreach campaign will be funded using Perkins V funds to bring more awareness to these programs of study and career opportunities in CE.

   SRJC will begin planning, implementing, or improving existing outreach to new and current students using the following strategies: a series of events and outreach activities including: CE career fairs; industry guest speaker events; opportunities for CE students to visit industry sites; CE program visits to high school campuses; Career Center workshops and online career assessment tools; targeted multi-media advertising in key markets; career exploration courses with focus on CE; and individual career counseling.

4. **Core Indicator 4: Employment**
   Out of nine statistically valid TOPs eight have increased from 2022-23 to 2023-24, showing course and program improvement. The following 2-digit TOP did not meet the minimum of 90% of the state negotiated rate overall and within special populations:
   - 10 Fine & Applied Arts (Economically Disadvantaged)

   The following 2-digit TOPs met the minimum of 90% of the state negotiated rate overall but not within the following special populations:
   - 05 Business & Management (Out of Workforce Individuals, Disabled)
   - 06 Media & Communications (Economically Disadvantaged)
   - 07 Information Technology (Economically Disadvantaged)

These TOPs equal over 26% of all concentrators and need to develop strategies for improving Employment.

ACKNOWLEDGED GAP: SRJC is participating in the Learning Aligned Employment Program (LAEP) through CSAC and has a Job Developer specifically assigned as the LAEP Coordinator. LAEP provides opportunity for paid work-based learning with partial reimbursement for the employer. SRJC has developed the infrastructure for this program and a few students have begun internships. We expect to see great improvements in this area in the coming years.

In addition, a Job Developer is partnering with the local Workforce Development Board to carry out goals in each of our Regional Equity Recovery Program (RERP) plans. SRJC will continue to coordinate program industry advisory meetings to receive feedback on curriculum and training programs; insights on workplace trends; updates about new technology and in-demand skills; and increase work-based learning opportunities.

5. **Overall Gap Across all Programs**
   High School students in Sonoma County who are classified as English Learners 2023 is 19.6%. Of this group 18.3% are Spanish speaking. Within SRJC in 22-23 Hispanic students were 39.9% of all students. The county shows the English Learner demographic to be 19.96%. District CE Concentrators that are English Learners within core indicators are rating 3.8% and Non-traditional are negotiated at 26%. The top six programs below contain 93.62% of all CE concentrators. Those highlighted need review of non-duplicative headcount to determine if English Learners have issues becoming CE concentrators.

	English Learners Percentage	Non-Traditional Percentage
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14 Law	2.63	10.53
08 Education	7.60	*
49 Interdisciplinary Studies	100.00	*
02 Architecture & Related Technologies	0.0	20.00
22 Social Sciences	0.0	0.0

ACKNOWLEDGED GAP SPECIAL POPULATIONS: Across all Core Indicators SRJC acknowledges a gap in strategically focused efforts to ensure special populations are aware of the services, workshops, and classes offered. Department projects and CE department marketing will address this gap. SRJC's efforts to increase CCAP agreements with local high schools provide an additional avenue for special populations to become familiar with pathways into high-demand careers. Additionally, SRJC will actively research professional development opportunities that support special populations and offer these opportunities to faculty and staff.

2. **Section 134(c)(2)(B)(i): Provide a summary of Program Size, Scope, and Quality to Meet the Needs of All Students**
   ACKNOWLEDGED GAP: Basic skills (math, reading, writing, digital literacy and financial literacy). Basic skills support is offered through the College Skills department to provide new and returning students a bridge to prepare for the rigors of college life and academics. The Mission Statement includes:
   - Improve the academic skills of Basic Skills students
   - Develop students' independent learning skills, awareness of college support services, and sense of themselves as part of the college community
   - Challenge students to strive toward their highest potential
   - Promote student access to CE programs, academic degrees, and transfer through English and Math pathways and noncredit Career Development courses
   - Enable students to apply and extend their technological skills to the education arena in support of academic goals

   SRJC recognizes the need to teach transferable employability skills across CE programs and is considering the following strategies:
   - Offer essential skills workshops through the Career Center
   - Integrate transferable skills checklists or embedding transferable skills modules in programs of student, where possible, to help students develop basic skills for employment

   SRJC will continue to coordinate Perkins funding, Strong Workforce Program funding, and other District resources to support identified student performance priorities. To meet the local planning team requirement, the District historically solicits participation from a diverse constituency of local business/industry representatives representing our entire program of study industry sectors.

   Overview of Size Scope and Quality: All funded projects have been vetted so that the size, scope, and quality assure student, faculty, and program success. Because not all requests can be funded, SRJC takes its responsibilities very seriously when partial funding is necessary. SRJC has an annual program review process for all programs. This process evaluates the priorities of the industry sector, the changes within the industry, and professional development needs for faculty. Evaluation mechanisms, specifically annual program review and assessment of learning outcomes, provide identification of services and activities that will address program quality. Participating programs interact with related

disciplines to promote and share best practices, including services and activities that promote student success.

In addition to the procedures cited above, many of SRJC's funded programs are valuated and accredited by professional and industry organizations. Where accreditation is required, those assessment processes are supported, but not funded with this grant. Efforts for other voluntary and industry-based certifications, supported by advisory committees, are encouraged and may be funded if outside the District budget. These accreditation and certification processes, combined with the exiting college required assessments, support continued program evaluation focused on expansion, improvement, and modernization.

When CE programs apply for funds through our Perkins and/or SWP allocations, applicants must address how the program size, scope, and quality meet the needs of students and local employers. These questions are addressed in their advisory committee meetings and through outreach to industry. Faculty often pursue ongoing training themselves to ensure that their skills and certifications are current and applicable to current industry requirements. The criteria used to evaluate programs include the need to train students for high-wage, high-demand jobs; technology updates and current equipment critical to meet the demands of industry; and evaluation of COE data elements to make sure that the demand outweighs the supply and that wages are livable wages at the medium skill level.

SRJC will continue to coordinate Perkins funding, Strong Workforce funding, and other campus resources to address identified needs to assure that CE programs are of sufficient, size, scope, and quality to meet the needs of the students it serves; are aligned to identified State, regional, or local in-demand industry sectors or occupations; and are designed to meet local education or economic needs not identified by State boards or local workforce development boards.

3. **Section 134(c)(2)(C): Provide a summary of Progress Towards Implementation of CE Programs of Study**
ACKNOWLEDGED GAP: Relationship Building and Mentoring Collaboration and alignment between secondary and postsecondary career pathways/programs of study and outreach - SRJC is developing many CCAP agreements with local high schools and works directly with the County Office of Education to develop and promote programs of study and career pathways. Student and counselor focus groups have been implemented to inform outreach strategies and program development. The Student Outreach office hosts an annual high school counselor conference to introduce new programs, policies and initiatives, discuss procedural matriculation, and share ideas between the two constituencies.

SRJC will continue its work in Guided Pathways to align secondary and postsecondary programs of study to help students transition to the college. A high priority is expanding early college opportunities for secondary students with emphasis on CE programs.

ACKNOWLEDGED GAP: Pedagogy/Teaching Strategies – Apprenticeship program for the trades. The following is a review of Apprenticeship within SRJC. There are currently five apprenticeship or pre-apprenticeship partnerships with SRJC.

Traditional, Ongoing Partnerships:
- Redwood Empire Joint Apprenticeship & Training Committee (REJATC)
  - Electrical training programs (commercial and residential)
  - Five-year program
  - Approximately 15-30 apprentices accepted each year

Accredited Associate Degree and lifelong career in the electrical industry
- UA Local 38 Plumbers, Steamfitters & HVAC
  - Plumbers, steam fitters, refrigeration and air-conditioning mechanics
  - Apprentices are members of the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada
  - Comprised of 10,000 hours of combined classroom and on-the-job training
  - Receive pay increases at the end of each six-month training period
- Independent Roofing Contractors of California, Inc.
  - Roofers
  - Forty-two month training program

Newly Formed (within the last three years) Programs Using CAI funds
- Sonoma County Early Childhood Education Apprenticeship
  - Associate Teacher
  - 2,000 hours of paid work and 12 units of classroom work
  - Operated via SRJC Children's Center
- Bus Operator Pre-Apprenticeship Program
  - Bus Operator
  - Partnership with College of Marin & Golden Gate Transit
  - Twelve weeks
  - Operated via Sonoma County Adult Ed / SRJC Adult Ed

Any expansions for apprenticeships will be held at a department level because the CE department is unable to take on ownership of these programs due to staffing limitations. The CE department will continue to notify other departments of opportunities through grants and other federal/state/local opportunities, and can provide insight and training when appropriate. SRJC has been approached by multiple interested parties that would like to start-up programs in agriculture (sustainable agriculture, wine, and cannabis, carpentry and other construction-related programs, green energy, and a chicken processing plant) and Q&A sessions were held to review how to begin an apprenticeship program if and when they are ready.

4. **Section 134(c)(2)(D): provide a summary of Improving recruitment, retention, and training of CE professionals, including underrepresented groups**: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Professional development in the areas of embedding soft skills, or employability skills, in the classroom is needed. SRJC will use Perkins funding to search out and offer these

professional development opportunities to faculty. If faculty seek to understand how skills taught in the classroom align with skills employers want, instruction can be optimized to meet the evolving needs of students, including special populations. In addition, SRJC will develop an annual gathering of our CE faculty to discuss developments in disciplines, share LMI, discuss Perkins, and much more. These annual gatherings will bring together campus and external stakeholders to identify and address gaps in our programs.

SRJC has begun rolling out Caring Campus, which uses an evidence-based, facilitated coaching model that includes coaches from the Institute for Evidence-Based Change training Classified Professionals on the fundamentals of what can be done to increase student connectedness to the college. Caring Campus also guides student services and operational departments in developing positive communication and monitoring strategies for District-wide implementation.

SRJC is committed to recruiting, training, and retaining CE faculty from a large pool in order to ensure inclusion of underrepresented groups. All positions recruited for at SRJC are advertised to a wide range of sites, including: ACCCA; CCC faculty and Staff Diversity Registry; Chronicle of Higher Education; Edjoin.org; Handshake; HigherEdJobs.org; INSIGHT into Diversity; the SRJC Human Resources website; and The Press Democrat (local newspaper). In addition to these, and especially for CE faculty, the area dean and faculty are asked to provide the names of professional associations or specific organizations related to the field to reach out to. This allows programs to recruit from a broad range of industry professionals that would be interested in teaching at a community college.

Every California community college district must have an Equal Employment Opportunity (EEO) Plan approved by the Board of Trustees. The EEO Plan is a written document in which a college district's workforce is analyzed and plans and procedures are set forth for ensuring equal employment opportunity.

SRJC's most recent EEO Plan (2020-2023) was developed by members of the Equal Employment Opportunity Advisory Committee (EEOAC). This is an active Committee with broad inclusion of faculty, staff, managers and student representatives. The District's EEO Plan outlines various methods by which equal employment opportunity is ensured and how the District conveys its commitment to cultivating a richly diverse workforce. Much research and preparation has been done in the development of this Plan, including training of the EEOAC Committee members and working with the District's legal counsel to ensure that the Plan meets legal mandates. This EEO Plan outlines our District's commitment to equal employment opportunity and diversity.

Since many industry professionals do not have experience in teaching, there are opportunities for newly hired faculty to develop teaching techniques and skills. New faculty training includes:
- New faculty orientation
- New faculty learning experience: this is a program called "1-year new faculty experience", which includes full-semester Community of Practice faculty groups

- New faculty survey: conducted summer 2020, individual phone calls to each new faculty; summer 2020, Department Chairs and Academic Senate input and approval of plans
- Based on surveys and input: develop Professional Development New Faculty Experience that meets the need of new faculty and their department
- Peer-to-peer faculty mentoring program
- Workshops on curriculum development, pedagogical issues in the midst of change, equity, addressing diverse populations, physical and mental wellness, communication and leadership, conflict resolution, building community, office safety, emergency planning, understanding community needs and resources, etc.

The Distance Education department continues to offer one-on-one training to help faculty unfamiliar with teaching online to develop courses and learn the necessary skills to be successful. During the pandemic's shelter-in-place order when faculty and staff began working remotely, this training became critical in order to continue teaching classes.

Department chairs orient new faculty with course outlines, curriculum processes, responsibilities to the department, and responsibilities of their coordinator role, if they are one. SRJC also hosts two all-day professional development flex days every year. These events provide opportunities for the entire college community to participate in workshops, develop skills, network with coworkers, and strengthen our community together.

Perkins and Strong Workforce Program funds are available to all CE faculty and staff throughout the year to participate in industry-specific training. There is a mini-grant application process to apply for funds and report back after the training has occurred.

SRJC was involved with a piloted one-year training program called Association of College and University Educators (ACUE), funded through the bay area community college consortia in 2020-21, to offer a course called: Course in Effective Teaching Practices. The curriculum prepares college instructors to use the research-based techniques shown to help students succeed. The program consists of 25 online modules that were completed as part of a cohort and guided by a facilitator from SRJC.

5. **Section 134(c)(2)(E): provide a summary of Progress Towards Equal Access to CE Programs for All Students**: (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

No acknowledged gaps were determined via Perkins District Advisory review/survey or within core indicator review. The following is an overview of program objectives and activities which provides Equal Access to all CE students:

SRJC has a history of successful student support and equity-related programs including Counseling, DRD, EOPS, CalWORKs, MESA, HSI, and Puente. The Student Success and Support Program (SSSP), Student Equity, and Basic Skills Initiative (BSI) committees joined together to form a single Integrated Student Success Committee (ISSC). The formation of the ISSC has allowed for a broad representation and collaboration of faculty, staff, administrators, and students to identify challenges and solution-focused ideas. The ISSC has formed teams around "Student Success Pillars" (Invited/Welcomed; Guided/Supported; Engaged/Empowered). Each team is engaged in inquiry and research related to each "Pillar" and use data from IERP to evaluate program effectiveness and provide guidance and recommendations to SEA-funded projects for improvement.

Another valuable venue for coordination and collaboration is in staff development activities. SEA has taken the lead in offering professional development training that reaches a broad audience across the District. Priority activities include:

- Outreach to disproportionately impacted students: general outreach including CE programs, ELL Outreach, Jump Start Program, Middle School Early Success Program, Native American Summer Bridge (NASB), Foster Youth Success/NextUp, Veteran's Resources Center, and Credit and Noncredit Matric Services. Outreach teams also coordinate with Financial Aid to help students complete grant and scholarship applications.
- Counseling, Ed-Planning, and Special Counseling for Disproportionately Impacted Student Populations: provide counseling, instruction, and services which assist disproportionately impacted students in attaining their educational, occupational, and personal/life goals. Special counseling assigns counselors to target student populations including African Americans, Native Americans, Asian/Pacific Islanders, First Generation/Low Income Students, etc. Through leveraging funds from SWP, SRJC has a dedicated Career Education counselor who serves students through multiple inreach and outreach activities.
- Student Success Peer Coaching Program: help disproportionately impacted students complete the steps to successful enrollment/priority registration, stay on track with their educational goals, develop and refine skills for success (time management, study skills, organization, etc.), and connect students to campus resources and activities). Coaches also foster connection with students and support them for retention and completion. Through leveraging funds from SWP, SRJC has a Student Success Specialist and several student success coaches that specialize in supporting Career Education students on our Petaluma campus.
- Welcome Center and Welcome Events: the Welcome Center goal is to prepare new and returning disproportionately impacted students for success in college. Support services focus on student matriculation steps, financial aid applications, and other resource connections. Welcome Events engage students from the beginning and help them get ready for classes.
- Disability Resources: facilitates equal access for disproportionately impacted students to community college education through services, academic accommodations, and educational assistance courses. Services include specialized academic advising

focusing on individual abilities and limitations, disability management, and access technology.

- Learning Communities: supports disproportionately impacted student groups who share common academic goals and attitudes, who meet regularly to collaborate on classwork and host engaging events relating to their community. Communities include; Puente, Umoja, HSI/Connections and APASS.
- Foster Youth Success/NextUp: supports former and current foster youth on campus. The Foster Youth Success Program is made up of a network of SRJC programs and services and include the following: BearCub Scholars, NextUp, Independent Living Skills, Financial Aid, Work Experience, Jobs on Campus for Foster Youth, Scholarships, and Foster Youth Allies.
- Transfer Center: designed to meet the needs of disproportionately impacted students preparing to transfer to a bachelor degree program by providing accurate, up-to-date information and a set of coordinated resources, activities, and services. Resources include: workshops, application assistance, annual transfer fair, university representative visits, connection to college representatives, campus tours, resource library, information on important dates and deadlines, a computer lab with 25 computers to conduct college research, and dedicated staff to answer any questions.
- Peer Assisted Learning Specialist Program (PALS): increases disproportionately impacted student knowledge and skills by fostering community, agency, and persistence in the classroom. Provide embedded tutoring and supplemental instruction. Students who successfully complete courses are invited back to mentor and tutor current students so that they may find greater academic success. PALS attend class and hold individual tutoring sessions outside of class, as needed.
- Student Health/Psychological Services: improves the physical, mental, and social health of disproportionately impacted students through a variety of services, including general and mental health, mindfulness meetups, case management, and suicide prevention.
- Student Support Resources – Basic Needs Resource: strives to support all disproportionately impacted students with the basic resources they need to ensure success by providing access to perishable and non-perishable foods, meals on campus, school supplies, housing lists, roommate lists, hygiene items, basic needs, emergency funds, and more.
- Integrated Student Support with other support programs: collaboration of retention and completion between SEA and other programs. Programs include: Student Success Workshops: Library Laptop, Book, and Calculator Loan Program; Equity Scholarship; Intercultural Centers Engagement; Student Success Campaigns; Academic Engagement; EOPS; CalWORKs; MESA; IGNITE/2nd Chance (for formerly and currently incarcerated students); Dream Center; Strong Workforce; and the HOPE program (for health science students).
- Veterans Resources: outreach, tuition assistance, various engagement activities, and dedicated counseling for veterans to increase enrollment, retention, and completion.
- Noncredit Matriculation: outreach and inreach to noncredit students, help with application and course registration, orientation, placement assessment, and noncredit-to-credit transition support services, including noncredit counseling and education planning.

6. **Section 134(c)(2)(B)(ii): provide a summary of alignment of programs to Labor Market Information (LMI**): (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

ACKNOWLEDGED GAP: Relationship building (inclusion of industry partners to encourage work-based learning). SRJC solicits participation from a diverse constituency of local industry, representing all CE programs of study, and have successful collaborative engagement. However, industry feedback shows a struggle to provide work-based learning opportunities because employers want to hire people who have already learned the skills or employers cannot afford to pay students to learn (internships) and students cannot afford to work without earning income.

SRJC is participating in the Learning Aligned Employment Program (LAEP) through CSAC and has a Job Developer specifically assigned as the LAEP Coordinator. LAEP provides opportunity for paid work-based learning with partial reimbursement for the employer. The College has developed the infrastructure for this program and a few students have begun internships. We expect to see great improvements in this area in the coming years.

In addition, a Job Developer is partnering with the local Workforce Development Board to carry out goals in each of our Regional Equity Recovery Program (RERP) plans. SRJC will continue to coordinate program industry advisory meetings to receive feedback on curriculum and training programs; insights on workplace trends; updates about new technology and in-demand skills; and increase work-based learning opportunities.

Centers for Excellence: SRJC will review Centers for Excellence reports and Sonoma County Economic Development Board annual workforce reports to determine whether local in-demand industry sectors differ from regional in-demand industries.

SRJC has an application process that CE faculty must use to request Perkins or SWP funding. This process requires an analysis of labor market information showing supply, demand, living wages, and any other information they want to be considered. Applicants also vet their application through their advisory committee to ensure that the requests align with industry needs. In addition, SRJC has one job developer position funded through SWP and another funded through RERP and LAEP. The job developers conduct outreach and network with local businesses, the One Stop (Job Link), and the workforce development system. They attend the CE program advisory committees and are able to provide information individual employers may not have. In collaboration with the workforce development agencies, job developers form strong relationships with local agencies and organizations that benefit students through career development activities and job placement.