

Sonoma County Junior College District



PERKINS V

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

Additional Information Needed per Chancellor's Office Memo 8.21.24

A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:

1. Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations [134(c)(2)(E)(i)];

Santa Rosa Junior College (SRJC) provides many resources to support all students in overcoming barriers, with specific programs developed for special populations. These resources are described in the initial CLNA 2024-26 submitted. Based on District performance gaps reflected in core indicator data shared after the CLNA was submitted, SRJC needs to improve support for Native American students in the areas of enrollment (including non-traditional program enrollment) and retention; male students in the area of non-traditional program enrollment; and out of workforce individuals in the area of employment.

It should be noted that the current data provided is for cohort year 2021-22, when SRJC was just beginning to return to in-person courses and services during recovery from the pandemic. We will likely continue to see decreased performance until cohort year 2023-24.

SRJC is participating in the Native American Student Support and Success Program (NASSSP), which provided funding to hire a Native American Programs Coordinator. This position was filled in September 2024 and provides leadership, support, coordination, programming and student development best practices in support of the recruitment, retention, and creation of a sense of belonging for Native American/Indigenous/Alaska Native students, and serves as the tribal liaison contact for local tribes. Specific efforts related to this strategy are described in response to question two.

Core indicator reports now include a breakdown of gender (male and female only) in addition to special population data. This information allows us to identify which programs need to improve non-traditional program enrollment, retention, completion, and employment. Specific efforts related to this area are described in response to question two.

The Career Hub is a place where students can learn and work on all things “career”, whether that is for a first-ever job or for an experienced worker looking to improve skills. Services include career counseling, resume creation, interview preparation, networking skills, and career development resources pertaining to all job search components. Specific efforts to improve performance rates for out of workforce individuals described in response to question two.

2. Providing programs that are designed to enable special populations to meet the local levels of performance [134(c)(2)(E)(ii)]; and

The new Native American Programs Coordinator plans to first identify and reach out to current Native American students to develop relationships that provide insight into each student’s individual challenges. He has already sent an email to 622 students that self-identified as American Indian/Alaskan Native in their enrollment application, to let them know about the Native American Center and invite them to participate in Inter-Tribal Student Union club meetings and upcoming cultural events. Some of the cultural events in development include ribbon skirt and shirt workshops, beading circles, medicine bag workshops, movie nights, and a weekly Native Student Connection Hour. These efforts will build up the Native Circle (community) and lead toward development of leadership and peer mentorship programs.

Based on data available at the time, non-traditional program enrollment was identified as an acknowledged gap in the 2024-26 CLNA. This guided priority consideration for requests to invest in projects that included efforts to improve this performance overall. For example, the Dental program was allocated Perkins funds to purchase portable dental cleaning equipment to be used by SRJC students during community outreach school-based rotation visits to clean children’s teeth. In addition to allowing SRJC students to deliver services to underserved, special needs, and culturally diverse children. During school-based rotation, there is mutual conversation between the patient (child) and dental hygiene student and the program plans to use this opportunity to reach out to children who identify as male, since males are extremely underrepresented in the Dental field. If a child sees someone who shares similar backgrounds, experiences, or characteristics, it sparks a sense of possibility and belonging and the child may be inspired to consider following in their footsteps.

Now that we have additional data that shows the gap in non-traditional performance is for male students, priority consideration for 2025-26 allocations will be for projects that include efforts to improve this performance for males in underrepresented fields, rather than overall non-traditional program enrollment. Before the application period opens in February 2025, we will reach out to programs that have data reflecting this gap to initiate discussion of projects that can work to resolve the gap.

In order to improve the employment performance for out of workforce individuals, Career Hub staff will request data from the Institutional Effectiveness, Research and Planning (IERP) department to focus outreach efforts. Staff will reach out to individual students to develop awareness of career development services offered, share information about available jobs and what needs to be done to qualify for the jobs, and create connections with career counselors to develop education plans. Job Developers can connect students with businesses, employers, and

recruiters in industry. This is especially important for out of workforce individuals and can lead to more resources, clarity, and interest in career development. Job search, resume and cover letter development, and career exploration services will inspire students to consider new options.

Connecting with out of workforce individuals that are not current students is a tough task because these individuals are likely not engaged in education or actively looking for employment. Current efforts to reach this community include social media campaigns, local radio spots, and swag that markets Career Education programs. Priority consideration for 2025-26 allocations will be for projects that include efforts to improve outreach to out of workforce individuals that may not be current students.

In the last twelve months, 41% of students receiving support in the Career Hub identify as male, 0.7% as Native American, and 20% have verified disabilities.

3. 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 [134(c)(2)(E)(iii)].

The Disability Resources Department cultivates an accessible and inclusive community and is committed to creating an accessible and inclusive college experience for disabled students. We collaborate with students to provide accommodations and services for their academic goals. We are dedicated to supporting disabled students and value their lived experiences and intersectional identities. Through collaboration and advocacy, we work with our campus communities to remove barriers, implement Universal Design for Learning principles, and fully realize the District's mission and vision for an accessible, equitable, and inclusive college. We believe that universally accessible educational environments benefit all those at the college.

With the assistance of students supported by the Disability Resources Office and a dedicated committee of Disability Resources Department (DRD) professionals and other community members, SRJC successfully launched the first Disability Cultural Centers (DCCs) on both the Petaluma and Santa Rosa campuses in August 2024. DCCs are crucial because they create spaces where disabled students feel a sense of belonging and empowerment. These centers promote awareness, celebrate disability identity, and foster a community of inclusivity. By offering resources, support, and programming that emphasize the strengths and experiences of disabled students, DCCs play a vital role in enhancing student success and engagement. SRJC is only the second DCC on a community college campus and only the 18th DCC in 2 and 4-year institutions nationwide.

SRJC has implemented diverse programming to ensure the DCCs serve as dynamic and supportive spaces. This includes workshops on disability advocacy, peer mentorship programs, and events celebrating Disability Awareness Month. The centers also provide opportunities for collaboration with other campus organizations, encouraging cross-cultural engagement and further embedding a culture of inclusivity throughout the college community.

Data for academic year 2023-24 and so far in 2024-25 show the following percentage of DRD students enrolled in Workforce Development courses (some students may be counted more than once if they are enrolled in multiple courses):

<u>Course</u>	<u>Fall 2024</u>	<u>Spring 2024</u>	<u>Fall 2023</u>
Work Experience	17.9% (58 of 324)	19.7% (61 of 310)	16.7% (54 of 324)
Internship	12.5% (6 of 48)	16.6% (9 of 54)	2.7% (1 of 37)
Volunteer Services	26.6% (4 of 15)		

Unduplicated headcount for all Workforce Development courses:

<u>Fall 2024</u>	<u>Spring 2024</u>	<u>Fall 2023</u>
11%	17.3%	14.9%

Career Education is developing a partnership with DRD to increase opportunities for students with disabilities to participate in Work-Based Learning alongside their peers. Ideas so far include: developing a video showcasing disabled student success in CE programs; begin conversations with Career Hub staff about creating Culture Center programming that increases awareness of Career Hub services in pursuit of disabled student employment; develop ideas to create in-roads for disabled students to participate in Work Experience, Internship, and Apprenticeship courses; assign a peer mentor to help disabled students prepare for job fairs; and consider submitting a funding application to invest in faculty to attend CE-related DRD training and invest in student employees participating in Common Goals peer mentor program.