

## Section 1: Consortium Information

# Delta Sierra Adult Education Alliance

## Regional Plan for Adult Education



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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

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#### **Overview**

The Delta Sierra Adult Education Alliance (DSAEA) supports the educational and economic success of adult learners in the San Joaquin Delta Community College District. Under AB 104, the members of DSAEA are Lodi Unified School District, Manteca Unified School District, San Joaquin Delta Community College District, Stockton Unified School District, Tracy Unified School District, River Delta Unified School District, the San Joaquin County Office of Education and the Calaveras County Office of Education. The DSAEA brings together education, civic and business leaders, workforce development agencies, social service providers, community-based organizations, labor and employers from Lodi, Manteca, Stockton, Tracy and the broader San Joaquin Delta Community College District service area.

The consortium's mission is to promote the educational and economic advancement of adult learners through the coordination and alignment of educational and supportive programs and services.

Members provide adults in our community with services and course offerings in the following areas: 1) elementary and basic skills (including Adult Secondary Education high school diploma and/or High School Equivalency (HSE) exam preparation); 2) classes for immigrants (English as a Second Language [ESL], citizenship and workforce preparation); 3) adult entry/re-entry into the workforce; 4) programs for adults to assist elementary/secondary students to succeed academically; 5) programs for adults with disabilities; 6) short-term Career Technical Education (CTE) programs with high employment potential; and 7) programs for pre-apprenticeship training.

Our overall goal is to promote and support seamless transitions so adult learners can access the widest array of opportunities for educational advancement, employment, and community contributions. Our broad vision is to enhance pathways to opportunity in our service area through sustained collaboration, building on shared organizational values of supporting family and community health. DSAEA seeks to support adult learners, their families and the community by providing a range of holistic services that cultivate the human capital and potential of our communities.

## **Key Accomplishments**

Since Assembly Bills 86 (2013-14) and Assembly Bill 104 (2015-16) established and expanded the Adult Education Program the DSAEA has been working to address the needs of adult learners to enable them to acquire the education, certification and skills needed to achieve their goals. Key activities have focused on building member agency capacity and:

- Creating a coordinated, seamless and aligned system for adult learners in our region,
- Connecting adults to ongoing educational and career opportunities,
- Expediting the educational and career development process to be as quick and effective as possible,
- Better understanding how students move through our institutions and how we can better support them to meet their goals,
- Optimizing and maximizing the resources available to serve students; and
- Increasing mutual understanding and awareness of our respective activities to promote student transitions and success.

The consortium has developed over the last five years from a set of individual agencies into a cohesive group. This development is a significant accomplishment on its own. The development and cohesion of the group has supported a number of other key accomplishments from 2015-19 including:

- Partnering with Hospitals and Workforce to launch the HealthForce Partners Northern San Joaquin Valley sector partnership, including new opportunities for allied health training for adults,
- Initiating the development of a Transportation, Distribution and Logistics (TDL) pathway,
- Hiring and training Transition Specialists at Adult Schools to support student transitions to college, career & community goals,
- Purchasing CommunityPro Suite, an integrated referral database, and training staff to use it to support students with seamless transitions,
- Piloting ESL Integrated Education and Training courses for health-related employment opportunities,
- Expanding the offerings of ESL, Basic Skills, and High School Diploma courses at existing sites and in community locations; and
- Leveraging Regional Professional Development for administrators, teachers and office staff to improve instructional practices, classroom strategies, data collection and other activities.

## Three-Year Plan Process

This Three-Year plan summarizes and synthesizes the ongoing work of the Steering Committee during the 2018-19 school year.

### *DSAEA Three-Year Plan Principles*

The Steering Committee developed a series of principles to guide the work at the beginning of the three-year planning process. The goal of the principles and the process were to support meaningful change in the region. Members agreed to a process that would be:

- Action-oriented
- Steering Committee Member-led
- Authentic - Based in leaders' experiences
- Visionary / Paradigm-shifting
- Committed to ongoing learning over three years
- Data-informed
- Built on customer-stakeholder Engagement input
- Tied to Capacity Building
- Resource development-oriented

### *Three-Year Plan Strategy Areas*

The plan is built around the seven key strategy areas below. The strategies support the development and improvement of consortium organization, classroom approaches, student supports and broader partnership efforts.

- **Capacity Building:** Improve agency and consortium capacity to deliver high quality adult education to meet community needs
- **Educational Continuous Improvement:** Improve educational outcomes through development and implementation of an Educational Continuous Improvement strategy
- **Transition Strategy:** Develop a coordinated Transitions Strategy to support students to meet their college, career and community goals
- **Service Alignment:** Identify opportunities for and implement Service Alignment across educational and partner organizations
- **Allied Health Pathways:** Develop Adult Education Pathways in the Allied Health field in coordination with HealthForce Partners, the regional health sector partnership
- **Transportation, Distribution and Logistics Pathways:** Develop adult education pathways in the Transportation, Distribution and Logistics field while also developing a related sector partnership

- **Entrepreneurship Pathways:** Develop adult education pathways to support interested, emerging and established entrepreneurs
- **Immigrant Integration:** Identify a sequence of education, training and support services for immigrants to integrate into their communities

## 2.2 Pre-Planning Assessment

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The following section includes a description of the consortium self-assessment findings (Table 1), a list of regional service providers (Table 2) and summary of regional funding sources for Adult Education (Table 3).

In the Spring of 2019 the DSAEA Steering Committee members completed an online version of the self-assessment instrument provided by the CAEP office. The self-assessment survey provided a thoughtful and structured opportunity to reflect on the status of the consortium across a range of topics. The responses were tabulated and compiled into the consortium self-assessment table on page 9. The survey questions responses ranged from 1-5 on the following indicators:

- Capacity
- Connection
- Entry
- Progress
- Completion/Transition

For analysis purposes responses receiving a 4 or 5 were marked "High," responses receiving a 3 were marked "Medium," and responses receiving a 1 or 2 were marked "Low". The following narrative describes key findings across the survey and within each indicator.

### **Overall Findings**

The survey results indicate that the consortium is a work in progress with clear strengths and areas for improvement. The majority of responses ranked as a 3 or medium indicating that progress has been made and more work needs to be done. Of the 36 survey questions only 4 received responses indicating a need for urgent or targeted support.

### **Areas of strength**

#### *Capacity*

The consortium has emphasized capacity-building both regionally and at each member site. The survey results reflected this effort with responses to questions about staffing, meetings

on consortium goals, agency leader knowledge, resource allocations for leadership and alignment of professional development opportunities receiving scores of 4 or 5.

#### *Transition Specialists and Services*

The other questions receiving high marks cut across indicators and reflected the work of the Transition Team to develop a coordinated approach to support students. Questions receiving these marks related to outreach and early engagement with students, counselor and transition specialist knowledge of DSAEA programs and services and holistic orientation programs.

### **Areas for improvement**

#### *Developing clear program maps*

A priority for this planning cycle will be to develop program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners.

#### *Developing consistent assessment, placement and use of individual learning plans*

Members will continue to work collaboratively to plan to on how to best use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities. These efforts will be addressed as part of the Transition Strategy.

#### *Connecting students to services*

While the transition services are a strength for DSAEA there is still room for improvement. Administrators, counselors and transition specialists will continue to work together to identify and implement best practices to provide proactive counseling and support services to promote persistence and long-term student success. While this score may also reflect the scarcity of resources, for example, a lack of adequate childcare resources, DSAEA is committed to connecting students to services to the greatest extent possible.

#### *Articulation and dual enrollment*

Pathway program development is in an early stage. As these efforts continue and mature it is expected that articulation and dual enrollment agreements will be implemented to better support students transitioning into postsecondary and / or the workforce.

### **Indicator Summary**

#### *Capacity*

Member capacity is a hallmark of DSAEA that the consortium has heavily invested in. Overall the consortium and individual members' ability to support each other and deliver high quality adult education to meet community needs is strong. Through monthly Steering Committee

meetings and regular specific project-team meetings the consortium maintains effective collaborative processes for planning, implementation and accountability. Members continue to build their leadership, management, and accountability processes necessary to meet community need for adult education. Members have adequate resources to promote adult learning with varied capacity to implement programs based on facility and staffing constraints. Members support their faculty and staff by providing access to professional development opportunities to help turn new knowledge into practice.

#### *Connection*

Through internal capacity building and transition program design members are improving their ability to provide coordinated, proactive engagement to potential students on educational and training options. The existing staffing of counselors, transitions specialists and teachers are an asset to build on for more targeted efforts to engage with high need students and support them with getting into and persisting in a course of study that is aligned to regionally in-demand workforce opportunities.

#### *Entry*

Members continue to build towards implementing common intake and assessment procedures while providing for school-specific activities. Members of the DSAEA Transition Team, including counselors, transition specialists and the regional transition manager are developing methods to provide career and goal exploration and planning that address individual student needs and interests. The Transition Team meets monthly to develop methods to orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence. These efforts have been especially effective in designing engaging orientation sessions at adult school sites. Future efforts will focus on designing an individualized educational planning process and product that can serve the student and facilitate a seamless transition and warm hand off between service providers. Members have initiated the use of CommunityPro Suite to support this process.

#### *Progress*

Across the consortium, members are making progress sharing and aligning programs to allow students to accelerate progress via courses that are geared toward academic, career, and community goals. Adult School Administrators are engaged in capacity building efforts to support teachers with making instructional improvements as needed. A key strategy of the Three-Year Plan is the Educational Continuous Improvement initiative that will look at the development of site-based Professional Learning Communities among other things. Delta College continues to be a highly engaged member to support and inform curriculum alignment. A team of Delta College faculty reviewed and prioritized the College and Career



Readiness Standards and provided this information to Adult School Administrators. Contextualized instruction efforts are taking shape across the consortium. Stockton School for Adults has designed and offered multiple health career training courses for ESL students with high completion rates.

#### *Completion/Transition*

The DSAEA is committed to supporting students with timely program completion and successful transition into postsecondary education, training, employment or community activities. Members currently use CAEP outcomes data to gauge effectiveness. The regional transition manager receives transitioned Adult School students at Delta College and connects them to resource at the community college. Service coordination efforts are developing through communication and engagement with partners and related service providers. Two partner meetings were held in the Spring of 2019 to explore collaboration opportunities around the following topics:

- Co-enrollment
- Leveraging resources
- Co-located staff, programming and services
- Data sharing
- Developing a shared case management approach
- Developing a common intake, assessment and referral process that accelerates client progress and reduces administrative time requirements

**Table 1. DSAEA 2019 Self-Assessment Summary**

○ <b>Indicator #1: Capacity</b>	
○	1.1.1 Consortium staffing
○	1.1.2 Consortium meetings to discuss goal progress
●	1.1.3 Consortium use of documented processes or
○	1.2.1 Agency leaders knowledge, skills and abilities
○	1.2.2 Resource allocations for agency leadership
○	1.2.3 Agency participation
●	1.3.1 Agency staffing models
●	1.3.2 Facility access
●	1.4.1 Availability of Professional development opportunities
○	1.4.2 Alignment of professional development opportunities with DSAEA mission and outcome goals

○ <b>Indicator #2: Connection</b>	
●	2.1.1 Recruitment plans and stretch goals for enrollment
○	2.1.2 Outreach or early engagement with students
●	2.1.3 Data informed recruitment
○	2.2.1 Counselor and transition specialist knowledge of DSAEA programs and services
●	2.2.2 Counselor and transition specialist referral practices
●	2.2.3 Pathway program maps
●	2.2.4 Curricula organized around common standards

- High (Scored 4-5)
- Medium (Scored 3)
- Low (Scored 1-2)

● <b>Indicator #3: Entry</b>	
○	3.1.1 Orientation
●	3.1.2 Partnerships
●	3.1.3 Access to high-quality counseling services
●	3.2 Consistent assessment, placement and use of individual learning plans among providers
●	3.3.1 Student Transition and Education Plan
●	3.3.2 Career Planning
●	3.4.1 Assessing student needs
●	3.4.2 Connecting students to services

● <b>Indicator #4: Progress</b>	
●	4.1.1 Curriculum alignment
●	4.1.2 Program alignment and articulation
●	4.2.1 Concurrent enrollment
●	4.2.2 Contextualized instruction
●	4.3 Level of student support service coordination

● <b>Indicator #5: Completion/Transition</b>	
●	5.1.1 Case management and transition support
●	5.1.2 Articulation and dual-enrollment
●	5.1.3 Performance targets
●	5.2 Partnerships with local workforce and community service
●	5.3.1 Assessment of program effectiveness
●	5.3.2 Continuous improvement planning

**Table 2. Regional Service Providers**

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
Lodi Adult School	K12/Adult Education	Lodi	X	X	X	X			X			
Manteca Adult School	K12/Adult Education	Manteca	X	X	X	X			X			
Tracy Adult School	K12/Adult Education	Tracy	X	X	X				X			
Stockton School for Adults	K12/Adult Education	Stockton	X	X	X	X			X			
Wind River Adult School	K12/Adult Education	Rio Vista	X	X	X							
Delta College	Community College	Stockton			X	X			X			
San Joaquin County Office of Education	K12/Adult Education	Countywide				X			X			
Calaveras County Office of Education	K12/Adult Education	Countywide	X	X	X							
SJ County WorkNet	Public Agency	Countywide			X	X			X			
El Concilio Council for the Spanish Speaking	Community Based Org	Countywide			X							
Catholic Charities	Community Based Org	Countywide			X							Immigrant support services
California Human Development	Community Based Org	Countywide	X	X	X	X						
Housing Authority of San Joaquin County	Public Agency	Countywide	X	X	X							
Family Resource and Referral	Community Based Org	Countywide										Support Services,
Community Partnership for Families of SJ	Community Based Org	Countywide	X	X	X							
San Joaquin County Probation	Public Agency	Stockton		X					X			
San Joaquin County Human Services	Public Agency	Countywide										Support Services,

**Table 3. Funding for Adult Education Programs and Services**

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
<b>State / Federal Funding*</b>			
AEP	\$8,552,658	\$8,552,658	\$8,552,658
CalWORKs	\$61,025	\$61,025	\$61,025
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$24,835	\$24,835	\$24,835
Perkins V	\$0	\$0	\$0
WIOA II	\$1,242,205	\$1,242,205	\$1,242,205
<b>Other</b>			
CTE course fees	\$95,610	\$95,610	\$95,610
<b>Total</b>	<b>\$9,976,333</b>	<b>\$9,976,333</b>	<b>\$9,976,333</b>

\* Funding Estimates for all funds except AEP are based on 17-18 actuals. No funding increases were assumed for future year estimates

## 2.3 Community Need and Customers

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### **Key Assets and Community Needs**

The DSAEA serves a region with a number of key assets and needs. Key assets include:

#### *Workforce and Economic Development Collaboration*

The region has numerous active collaborations including the DSAEA initiated HealthForce Partners and emerging Transportation, Distribution and Logistics Sector Partnership to promote regional economic competitiveness.

#### *Diversity of Culture and Traditions*

As an ethnically diverse region, the area is home to a wealth of customs and perspectives that add richness and economic competitiveness.

#### *Location*

The region is connected to two of California's major regional economies in the SF Bay Area/Silicon Valley and the Northern San Joaquin Valley, with a major growing job hub in the state capital.

#### *Community Institutions*

The region has an extensive network of highly-effective community-based organizations and governmental agencies. This network has a broadly- shared mission to support the social, civic and economic development of the region.

#### *Educational Foundations*

The region's schools, college and universities provide resources and opportunities for advancement for area residents. Coordinated improvement initiatives among all levels of education will reinforce success in each segment:

- Pre-K and preschool
- K-12 Adult Schools
- Community Colleges
- Adult education providers
- California State University (Stanislaus, East Bay, Sacramento)
- University of California (Merced, Davis, Berkeley)
- Private Universities (University of the Pacific)

The **key needs** of the region are described in a series of tables below. The regional language, educational and economic needs are all areas the DSAEA strives to address in coordination with partner agencies. Enrollment history in related program areas at member

agencies (Adult Basic and Secondary Education and English as a Second Language) for the 2017-18 school year indicate that regional need far outpaces DSAEA service delivery. The gap between need and service delivery underscores the need for increased and improved service delivery. The strategies described in the three-year plan are designed to address these needs.

Of the approximately 745,000 people who call San Joaquin county home, over forty percent (41.6%) are Hispanic or Latino and nearly one in every four individuals is foreign-born. In addition to Latinos, immigrants and refugees from Southeast Asia also make up a significant portion of the foreign born population. Languages other than English are spoken in over forty percent (41.2%) of households in the County. Across the two counties there are over 100,000 people age 25 or older without a High School Degree, over 34,000 unemployed working age people and over 117,000 that speak English "less than very well".

Additional needs data and potential target population information selected from the 2017-20 Workforce Development Board of San Joaquin County Local Plan Biennial Modification include:

- There are 45,143 active CalFresh cases in San Joaquin County according to the San Joaquin County Human Services Agency (HSA)
- There are 261 CalFresh participants in WIOA Title I formula-funded programs were served by the San Joaquin County WDB in 2017-2018
- There are 865 individuals served by the Community Partnership for Families San Joaquin (CPFSJ), the third party CalFresh Employment & Training service provider
- There are 31,301 active cases reported by San Joaquin County Department of Child Support Services (DCSS) in December 2018
- While more than 75% of the county's residents live within the boundaries of the county's four largest cities (Stockton, Tracy, Manteca and Lodi), where most services are located, the remaining population is dispersed across a large area comprised of a few towns and many very small rural communities.

### **Barriers to Employment**

Participating students face numerous barriers to employment. Student data collected during the 2018-19 school year show that many students have multiple barriers. The percentage of students with zero to two or more barriers at the four major adult schools are listed in the table below. It is anticipated that as Barriers to Employment data collection efforts improve, these percentages may increase. These barriers are also likely reflected in the broader regional population. DSAEA administrators will review this data to better understand student

needs and develop specific support strategies to address them. The most commonly cited barriers are:

- English Language Learner
- Cultural Barriers
- Long-Term Unemployed
- Low-income
- Low-Levels of Literacy

Percentage of Students with Number of Reported Barriers by Adult School				
Number of Reported Barriers	Lodi Adult School	Manteca Adult School	Stockton School for Adults	Tracy Adult School
0	58%	26%	3%	16%
1	24%	16%	16%	7%
2 or more	18%	59%	81%	77%

San Joaquin County Ethnic Composition	
County population (est.)	745,424
Race and Hispanic Origin	
White Alone percent	67.0 %
Black or African American alone, percent	8.2 %
American Indian and Alaska Native alone, percent	2.0 %
Asian alone, percent	16.7 %
Native Hawaiian and Other Pacific Islander alone, percent	.8 %
Two or More Races, percent	5.3 %
Hispanic or Latino, percent	41.6 %
White alone, not Hispanic or Latino, percent	31.8 %
Foreign born persons, percent (2013-2017)	23.3 %
Language other than English spoken at home, percent of persons age 5 years + 2013-2017)	41.2 %

Countywide Need Data						
	# and % of Population 25 years + and no HSD	# of Unemployed	Unemployment Rate	Speaks English Less Than Very Well (Ages 5+)	Poverty Rate	Hourly Living Wage for Family of 2 working adults and 2 kids
San Joaquin County	97,190 (22%)	33,271	6.1%	117,037	17.1%	\$17.29
Calaveras County	3,421 (10%)	1,281	3.3%	887	12.8%	\$17.01
<b>Total</b>	<b>100,611</b>	<b>34,552</b>		<b>117,924</b>		

School District Need Data and Program Enrollments					
District	Need			Enrollments (17-18)	
	# and % of Population 25 years + and no HSD	# of Unemployed	Speaks English Less Than Very Well (Ages 5+)	ABE/ASE	ESL
Lodi Unified	20,817 (19%)	7,618	29,325	348	272
Manteca Unified	15,670 (19%)	6,282	19,064	402	292
River Delta Unified	1,571 (12%)	510	1,735	9	33
Stockton Unified	40,763 (33%)	11,193	42,612	1,724	1,579
Tracy Unified	4,376 (9%)	2,960	11,741	213	455
<b>Total</b>	<b>83,197</b>	<b>28,563</b>	<b>104,477</b>	<b>2,483</b>	<b>2,631</b>



### Regional Labor Force Needs

Given the demographics, educational, language and economic needs of the regional population the DSAEA has initiated adult educational pathway design work and program development in the Allied Health and Transportation, Distribution and Logistics sectors. Both of these sectors were selected for their expected future strength in terms of available jobs and the types of entry-level positions they offer with career growth opportunities for the DSAEA’s target population. The 2014-2024 Industry Employment Projections for San Joaquin County are listed in the table below. Job growth in the Trade, Transportation and Utilities sector is estimated at over 19%. Job growth in the sector that includes Health occupations is estimated at nearly 29%.

<b>Stockton-Lodi Metropolitan Statistical Area (San Joaquin County) 2014-2024 Industry Employment Projections</b>				
Industry Title	Estimated Employment 2014	Projected Employment 2024	Numeric Change 2014-2024	Percent Change 2014-2024
Mining and Logging	100	200	100	100.0%
Total Farm	15,700	17,600	1,900	12.1%
Construction	8,900	13,700	4,800	53.9%
Manufacturing	18,500	20,200	1,700	9.2%
Trade, Transportation, and Utilities	18,300	21,800	3,500	19.1%
Information	2,100	2,100	0	0.0%
Financial Activities	7,500	8,100	600	8.0%
Professional and Business Services	18,300	22,600	4,300	23.5%
Educational Services (Private), Health Care, and Social Assistance	35,900	46,200	10,300	28.7%
Leisure and Hospitality	19,100	24,400	5,300	27.7%

\*\* Employment Development Department

## Allied Health

The Allied Health field offers a robust set of openings at various levels. Projected openings are listed in the table below. The DSAEA will work in collaboration with the HealthForce Partners of the Northern San Joaquin Valley to develop programs to connect students to these opportunities.

San Joaquin Annual Projected Nursing Openings, 2017-2022	
RN	328
LVN	112
Nursing Assistant	353
Home Health Aide	115
Medical Assistants	216
<b>Total</b>	<b>1,124</b>

## Transportation, Distribution and Logistics

A recently released report from the University of the Pacific's Center for Business Policy and Research (CBPR) titled "Warehousing, E-Commerce, and Evolving Trade Patterns in San Joaquin County" presents a compelling case about employment opportunities in this sector for DSAEA target populations. The DSAEA is in the initial stages of developing a sector partnership to support the ongoing effort of aligning employers and educational organizations to develop a talented labor supply. An initial review of regional labor market data showed that there are 263 annual openings for Shipping Clerks in San Joaquin County. An initial task of the sector partnership steering team is to conduct outreach to local employers to learn more about their needs. This targeted outreach will be made to specific employers that are posting job listings. Researchers from the CBPR have determined that among the 4,981 transportation occupation job postings in 2018 all but 971 have specified employers and among the 4,451 transportation & warehousing sector job postings in 2018 all but 1,077 have specified employers. The DSAEA is well positioned to support direct and ongoing engagement with these employers to inform pathway program development that will equip students to succeed in the local job market. Key findings from the CBPR report include:

- In 2017, the San Joaquin County metropolitan statistical area (the Stockton-Lodi MSA) became only the third area in the nation to see its employment in the transportation and warehousing sector exceed employment in the retail sector.
- The Stockton-Lodi MSA now has the second largest concentration of transportation and warehousing employment in the United States.
- Most employers in the sector are looking for individuals with just high school or vocational training. Further, over two-thirds of employers are looking for individuals with less than a bachelor's degree level qualification. In addition, nearly 95% of jobs require five or less years of experience.
- These jobs are a strong match to San Joaquin County's relatively young workforce with below average educational attainment
- There is a great need to ensure that the employment opportunities the system's growth has brought are translated into sustained opportunity for advancement by those who fill these positions
- 66% of the job openings have a salary range between \$35,000-\$75,000 annually
- There has been real wage growth in this sector as described in the table below:

<b>Real Annual Mean Wage of Transportation &amp; Material Moving Occupations in 2013 &amp; 2018</b>		
Occupation	2013 (Real\$ 2018)	2018 Wages
First-Line Supervisors	\$56,133	\$57,710
Heavy Truck Drivers	\$44,917	\$47,130
Light Truck/Delivery Services Drivers	\$38,665	\$38,010
Industrial Truck and Tractor Operators	\$37,673	\$36,520
Laborers & Freight Movers	\$30,817	\$38,480
Packers and Packagers	\$23,984	\$30,150
Other Transportation & Material Moving Occupations	\$36,303	\$41,237

## 2.4 Identifying Goals and Strategies

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Through the ongoing three-year planning process during the 2018-19 school year the DSAEA identified and worked on a series of key strategies that will support the consortium's mission of promoting the educational and economic advancement of adult learners and their families. The strategies are in varying stages of implementation, described in general below and in greater detail in the Logic Models beginning on page 23. The strategies are:

- Capacity Building
- Educational Continuous Improvement
- Transition Strategy
- Service Alignment
- Allied Health Pathways
- Transportation, Distribution and Logistics Pathways
- Entrepreneurship Pathways
- Immigrant Integration

### **Capacity Building**

**Goal:** Improve agency and consortium capacity to deliver high quality adult education to meet community needs.

**Description:** Capacity Building is an ongoing core activity of the DSAEA. Capacity Building efforts center on providing administrators the resources and tools they need to build and maintain strong programs that serve populations of need in the service area. During the 2017-18 and 2018-19 school years each adult school participated in some form of capacity building or strategic planning. These efforts addressed site-level issues such as overall practices and procedures, instructional improvements, facility and staffing constraints. The Adult Education Leadership Network (AELN) was also established during this time to serve as an administrator forum for ongoing mutual support and information exchange. The AELN is comprised of all site administrators and meets monthly prior to Steering Committee meetings.

Capacity Building is an ongoing process at the site and consortium-level. The consortium self-assessment results identified areas for improved capacity building related to better documentation of processes and procedures, staffing, facilities and professional development. These topics among others will be addressed through this effort.

## **Educational Continuous Improvement**

**Goal:** Improve educational outcomes through development and implementation of an Educational Continuous (ECI) Improvement strategy.

**Description:** The focus of the ECI is instructional leadership, specifically through the implementation of effective, sustainable, job-embedded professional learning practices. Anticipated outcomes include comprehensive, long-term re-engagement of faculty, expansion of instructional expertise through a focus on student learning, and improved student learning outcomes.

The ECI Initiative will be supported by Jacques LaCour, an educational consultant with deep background in adult education and professional learning. The current project timeline calls for ongoing research and data collection with administrators, teachers and students into the Fall of 2019 followed by program planning in the Winter of 2019 and the implementation of professional learning initiatives in the Spring term of 2020. The AELN will host these ECI meetings.

## **Transition Strategy**

**Goal:** Develop a coordinated Transition Strategy to support students to meet their college, career and community goals

**Description:** The DSAEA educational leadership will work together to develop alignment on the core shared elements of a Transition Framework. The Transition Framework will describe the mutually agreed upon principles, practices and tools for supporting student transitions. The strategy will be developed to ensure the following:

- Effective use of staff resources to improve student transitions to goal
- Meeting individual needs of students and helping get them to their goals
- Targeting resource to improve student transitions

Two core elements of the transition strategy are a Career/Needs Assessment and a Student Transition and Education Plan that address the items listed in the table below.

Career and Needs Assessment	Student Transition and Education Plan
<ul style="list-style-type: none"> <li>Occupational Interests</li> <li>Aptitudes</li> <li>Skills</li> <li>Career Exploration</li> <li>Readiness</li> <li>Assets</li> <li>Barriers</li> <li>Other needs</li> </ul>	<ol style="list-style-type: none"> <li>Short-Term and Long-Term Goals</li> <li>Individualized Road Map</li> <li>Frequent Plan Updates</li> <li>Different Planning Processes for Student Goals: <ul style="list-style-type: none"> <li>Delta Transition</li> <li>Employment Transition</li> <li>Community and Immigrant Integration</li> </ul> </li> <li>Timeline and Methods for Following up on student progress</li> </ol>

The Transition Strategy development will be led by a Steering Group/Work Team charged with producing an implementation plan. The team will be made up of a representative mix of Transition Specialists and Administrators. Preliminary phases of work are described below:

Phase	Purpose	Activities
I	Study	<ul style="list-style-type: none"> <li>Clarify the Why</li> <li>Study Best Practices</li> <li>Collect and assess current practices</li> </ul>
II.	Proposal	<ul style="list-style-type: none"> <li>Develop DSAEA Implementation team</li> <li>Review and refine</li> </ul>
III.	Implementation	<ul style="list-style-type: none"> <li>TBD</li> </ul>

**Service Alignment**

**Goal:** Identify opportunities for and implement Service Alignment across educational and partner organizations

**Description:** This strategy will build on existing preliminary efforts to collaborate with partner agencies to better serve shared students. Since 2015, DSAEA has periodically convened groups of or met directly with partner agencies to build relationships, share information and identify potential areas for future collaboration. Future activities include:

- Bringing key staff together for regular information sharing, training and development of best practices especially as it relates to the DSAEA Three-Year Plan strategies.
- Conducting resource mapping exercises to better understand who does what and where for specific population groups to identify special projects to work on in greater depth.

- Convening regular meetings for organizational leaders and staff to address topics such as:
  - Co-enrollment, Leveraging resources, Co-located staff programming and services, Data sharing, Developing a shared case management approach, Developing a common intake, assessment and referral process that accelerates client progress and reduces administrative time requirements
- Implementing CommunityPro Suite as a shared integrated referral database and developing best practices to share across DSAEA member sites and with partner agencies

### **Allied Health Pathways**

**Goal:** Develop Adult Education Pathways in the Allied Health field in coordination with HealthForce Partners, the regional health sector partnership

**Description:** Between 2016-18 the DSAEA Leadership initiated and supported the development of an Allied Health Sector Partnership now known as the HealthForce Partners Northern San Joaquin Valley. HealthForce Partners is a partnership of healthcare employers, educational and workforce development institutions, and community leaders with the shared goal of addressing employer needs for qualified healthcare workers and improving healthcare career pathways for community residents, including adult learners and people with barriers to employment.

While the partnership continues to develop, DSAEA will continue to be an active participant and support the development of Adult Education Pathways in the Allied Health field. There are active HealthForce Partners work teams developing Nursing, Medical Assisting Certified Nursing Assistant and Certified Laboratory Scientist pathways in consultation with DSAEA Steering Committee members. The partnership will also be initiating an overarching data-driven Pathways Design Team to support ongoing pathway development and refinement.

### **Transportation, Distribution and Logistics Pathways**

**Goal:** Develop adult education pathways in the Transportation, Distribution and Logistics field while also developing a related sector partnership

**Description:** The consortium is actively engaging employers, community groups and public agencies to design and implement Transportation-Distribution-Logistics (TDL) career pathways for low-income adults leading to livable wage jobs and careers.

An initial quick-win pathway prototype will be developed in tandem with Manteca Adult School where an active programming effort is underway. Overall, TDL pathways will be designed to feature the following:

- Multiple entry and exit points, including onramps for low-income adults, including those lacking high school equivalency
- Contextualized basic skills and concurrent enrollment in basic skills with college-credit CTE programming
- Integrated career development and support services

The consortium is simultaneously supporting the development of a (TDL) sector partnership with active participation from DSAEA members, San Joaquin County WorkNet, municipal economic development specialists and employers. The efforts guiding the development of partnership will be modeled on the successful development of the Health Sector Partnership.

### **Entrepreneurship Pathways**

**Goal:** Develop adult education pathways that support interested, emerging and established entrepreneurs.

**Description:** San Joaquin County's immigrant and foreign-born population are active entrepreneurs that foster the growth of small businesses and job creation. The consortium will develop entrepreneurship pathways that leverage existing regional resources and demographics to support this economic and workforce development strategy. Existing resources include:

- The regional Deputy Sector Navigator for Small Business Development hosted by Delta College
- The regional Small Business Development Center, San Joaquin Delta College (SBDC) serving San Joaquin, Amador, Alpine and Calaveras Counties located at the San Joaquin County WorkNet in Stockton
- Active Chambers of Commerce, including Hispanic Chambers of Commerce in the region
- The iHub San Joaquin group supporting innovation and entrepreneurship.

### **Immigrant Integration**

**Goal:** Identify a sequence of education, training and support services for immigrants to integrate into their communities

**Description:** The consortium will develop a model for holistic adult education service delivery to promote student success in the three domains of immigrant integration:



Linguistic/Academic, Civic and Economic. This effort will build on existing promising practices and pilot projects across California and locally such as the:

- California Workforce and Labor Agency - English Learner Navigator Pilot Project
- South Bay Consortium for Adult Education - Immigrant Integration Project
- ALLIES Immigrant Integration Model
- Central Valley Immigrant Integration Alliance

The project will also be informed the Immigrant Integration metrics developed in response to Assembly Bill 2098.

## Logic Models

### Capacity Building Logic Model

Improve agency and consortium capacity to deliver high quality adult education to meet community needs

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
1. Lessons learned from 2018-19 capacity building 2. Promising practices 3. Upper management understanding and support 4. Results of self-assessment 5. Regular time for collegial support 6. Regular feedback and evaluation	1. Pre-planning assessment <ul style="list-style-type: none"> <li>Review promising practices and self-assessment results</li> </ul> 2. Updated capacity building strategic plans 3. Participation in professional learning (CalPro, AELN, CAEAA, CCAE, CASAS Institute) 4. Engaging upper management to review accomplishments to date, build understanding and buy-in 5. Establish continuous improvement program: Ongoing review and development of consortium management processes.	1. Annual calendar of milestones 2. Survey report on current practices, assets and gaps. 3. Identification of a Professional Learning approach for DSAEA 4. Scoping and resource plan for ongoing continuous improvement. 5. ECI Summer Institute (2019)	1. Professional Learning Communities 2. Expanded teacher understanding and application of effective teaching and learning 3. Preliminary improvements in student learning outcomes 4. Improved alignment between adult school and Delta college curricula	1. Improved student transitions to college, community and career goals. 2. Shorter time to student goal achievement 3. Improved student retention	1. Adoption of new and emerging pedagogical approaches 2. Increased enrollments due to reduced completion times
Assumptions			External Factors		
			1. Effect of low unemployment on enrollments and persistence 2. Difficulty of hiring adult education teachers		

## Educational Continuous Improvement Logic Model

Improve educational outcomes through development and implementation of an Educational Continuous Improvement strategy

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> <li>1. Understanding of existing PLC and PD activities</li> <li>2. Promising and best practice examples</li> <li>3. Willing, engaged and consistent participation of key stakeholders and participants</li> <li>4. Student educational outcome data and program need data from teachers and office staff</li> <li>5. Sufficient time for staff development and relevant professional development</li> <li>6. Regular feedback and evaluation of the effectiveness of PL interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre-planning assessment of professional learning approaches and confirmation of work plan</li> <li>2. Survey teachers and administrators on current initiatives, strengths and challenges. Introduction on PL approach. Project scoping and action planning</li> <li>3. Instructional staff communication, orientation and technical assistance</li> <li>4. Educator training</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual calendar of educational continuous improvement milestones based on data review</li> <li>2. Survey report on current practices, assets and gaps.</li> <li>3. Identification of a Professional Learning approach for DSAEA</li> <li>4. Scoping and resource plan for ongoing continuous improvement.</li> <li>5. ECI Summer Institute (2019)</li> </ol>	<ul style="list-style-type: none"> <li>• Establishment of Professional Learning Communities</li> <li>• Expanded teacher understanding and application of effective teaching and learning</li> <li>• Preliminary improvements in student learning outcomes</li> <li>• Improved alignment between adult school and Delta college curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student transitions to college, community and career goals.</li> <li>• Shorter time to student goal achievement</li> <li>• Increased student co-enrollment with regional training, education and service providers</li> <li>• Improved student persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption of new and emerging pedagogical approaches</li> <li>• Increased enrollments due to reduced completion times</li> <li>• Increased achievement of student post-secondary goals</li> </ul>
<b>Assumptions</b>			<b>External Factors</b>		
<ol style="list-style-type: none"> <li>1. Ongoing participation and support from all staff levels</li> <li>2. Ongoing funding stability and COLA</li> </ol>			<ol style="list-style-type: none"> <li>1. Effect of low unemployment on enrollments and persistence</li> <li>2. Difficulty of hiring adult education teachers</li> </ol>		

## Transition Strategy Logic Model (Ongoing Initiative)

Develop a coordinated Transitions Strategy to support students to meet their college, career and community goals

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>1. Promising and best practice examples</p> <ul style="list-style-type: none"> <li>• Accelerating Opportunity states</li> <li>• CAEP models</li> <li>• Acceleration, Contextualization, Cohorts &amp; Pathways, Culturally responsive teaching</li> </ul> <p>2. Willing, engaged and consistent participation of key stakeholders and participants</p> <p>3. Sufficient time for staff development</p> <p>4. Coordination with navigators, case managers and counselors at partner organizations</p> <p>5. Build on prior human centered design and case management trainings</p>	<p>1. Transitions Strategy Retreat with key transition staff and adult school directors</p> <p>2. Transitions Team meetings with counselors, transitions specialists and administrators to foster ongoing dialogue and professional learning on transition strategies and issues consortium-wide</p> <p>3. Convene a team to develop a model Career and Needs Assessment process and Student Transition and Education Plan</p>	<p>1. Shared approaches to supporting student transition and promoting various pathway opportunities</p> <p>2. Alignment on core Student Transition and Education Planning elements and tools</p> <p>3. Alignment on Career and Needs Assessment process</p>	<p>1. Improved data collection on student needs and interests</p> <p>2. Increased student transitions to desired destination: College, community or career</p> <p>3. Increased collaboration and mutual program awareness across DSAEA transition specialists, counselors and related staff at partner organizations</p> <p>4. Alignment of classroom activities with transition goals</p> <p>5. Streamlining of onboarding and student co-enrollment at WorkNet and other partners</p>	<p>1. Transition program refinements based on earlier data</p>	<p>1. Integrated program development, monitoring and refinement</p> <p>2. Improved student educational outcomes and program completions</p> <p>3. Improved regional economy through increase in talented labor supply</p> <p>4. Increase percentage of immigrant adults earning a living wage</p>
<b>Assumptions</b>			<b>External Factors</b>		
<p>1. Ongoing staffing of the Transitions Specialists at adult schools will continue</p>			<p>1. Time urgency: Students who enter programs are often financially motivated but lack a commitment to a longer program of schooling that may restrict their ability to earn income in the short-term.</p>		

## Service Alignment Logic Model

Identify opportunities for and implement Service Alignment across educational and partner organizations

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> <li>1. Effective tool for referral management and data sharing (CommunityPro Suite)</li> <li>2. Partner understanding of the value and benefits of service alignment</li> <li>3. Information and guidance on promising practices such as co-enrollment, WIOA navigator models, braided funding</li> <li>4. Coordination and working time with partner organizations to build mutual understanding and identify opportunities for project-specific collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct background research on partner organizations</li> <li>2. Ongoing engagement with partners on the topic of potential collaboration at group work sessions and through 1:1 conversations</li> <li>3. Enroll and train members in the use of CommunityPro Suite</li> <li>4. Identify specific collaborative projects based on a target population, target industry or both</li> </ol>	<ol style="list-style-type: none"> <li>1. Initial working community asset map</li> <li>2. Initial input from partners on opportunities for project-specific collaboration, specifically co-enrollment, assessment, referral and data sharing</li> <li>3. Timeline for potential partner purchase, implementation and staff training on the use of CommunityPro Suite</li> <li>4. Increased skills training efficiencies, pathway alignment, job opportunities for program participants and agencies</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased referrals of students across DSAEA members and to partner organizations</li> <li>2. Increased Co-enrollment of students at partner organizations</li> <li>3. Increased receipt of supportive services by participants</li> <li>4. Greater understanding and cooperation between agencies. Increased training alignment. Increased skills/knowledge for participants. Increased worker skills. Increased job opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved student persistence, completion and transition due to improved service delivery and coordination across agencies</li> <li>2. Receipt of regional collaborative grants</li> <li>3. Reduction of duplicative assessments, planning and other services</li> <li>4. Significant increase in number and quality of trained workers from target population group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Streamlined and coordinated regionwide service delivery for participants (adult learners, job seekers, public service recipients)</li> <li>2. Consistently greater available resources and opportunities for program participants, agencies and partners</li> <li>3. Greater efficiency of service-delivery region wide</li> <li>4. Streamlined and coordinated service delivery between agencies and target population</li> </ol>
<b>Assumptions</b>			<b>External Factors</b>		
<ol style="list-style-type: none"> <li>1. Partner organizations are interested to collaborate and find opportunities to align services to better serve shared students</li> </ol>			<ol style="list-style-type: none"> <li>1. Organizations have unique outcomes tied to external funding sources.</li> <li>2. Outcomes are not aligned.</li> <li>3. Organizations currently have unique student intake, assessment and referral procedures.</li> </ol>		

## Allied Health Pathways Logic Model (Ongoing Initiative)

Develop Adult Education Pathways in the Allied Health field in coordination with HealthForce Partners, the regional health sector partnership

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> <li>1. Collaboration with HealthForce Partners (sector partnership)</li> <li>2. IET and career pathway models</li> <li>3. Employer input and participation on curriculum, internships, and hiring</li> <li>4. Willing, engaged and consistent participation of key stakeholders and participants</li> <li>5. Sufficient time for program development</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate state and federal policies for potential application in DSAEA career pathway initiatives</li> <li>2. Identify potential pathway projects using a structured planning approach</li> <li>3. Convene pathway specific planning teams for Health Sector Pathway</li> <li>4. Build on existing sector partnership-based training programs focused on entry-level positions that can progress to future RN training including the MA incumbent worker training, CNA enhancement program with Vienna Health and Home Health Aide program with Pacific Home Health</li> <li>5. Address need for qualified teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. A Pathway Project Framework identifying the following:               <ul style="list-style-type: none"> <li>• Priority labor force needs for employers.</li> <li>• Potential priority employer partners for collaboration</li> <li>• Potential target audiences, affiliated community-based organizations and public programs for future coordination and recruitment</li> <li>• Curriculum design options</li> <li>• Marketing plan</li> <li>• Funding plan</li> <li>• Evaluation plan</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Detailed project plan building on the ideas set forth in the framework to implement and evaluate a pathway plan</li> <li>2. Enhanced sector partnership operations and coordination with education</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased enrollments</li> <li>2. Increased employer engagement</li> <li>3. Increased student placement into pathway-specific employment opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased profile for the consortium across the region as a key source of talent for employers</li> <li>2. Tangible outcomes for program participants (MA and CNA programs)               <ul style="list-style-type: none"> <li>• Job entry</li> <li>• Job retention</li> <li>• Increased wages</li> <li>• Pathway progression</li> </ul> </li> </ol>
<b>Assumptions</b>			<b>External Factors</b>		

## Transportation/Distribution/Logistics Pathways Logic Model

Develop adult education pathways in the Transportation, Distribution and Logistics field while also developing a related sector partnership

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> <li>1. Promising and best practice examples</li> <li>2. Willing, engaged and consistent participation of key stakeholders and participants               <ul style="list-style-type: none"> <li>- Municipal and County Economic Development</li> <li>- San Joaquin Partners</li> <li>- Workforce Development Board</li> <li>- Local Employers</li> </ul> </li> <li>3. Sufficient time for program development</li> <li>4. Leadership, input and resources from employers</li> </ol>	<ol style="list-style-type: none"> <li>1. Convene pathway specific planning team for Transportation, Distribution and Logistics.</li> <li>2. Review existing studies of the Transportation, Distribution and Logistics sector.</li> <li>3. Map the TDL ecosystem               <ul style="list-style-type: none"> <li>• current programs,</li> <li>• educational and workforce development,</li> <li>• community partners and needs,</li> <li>• labor market needs</li> <li>• incumbent worker skill gaps/needs</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. A Pathway Project Framework identifying the following:               <ul style="list-style-type: none"> <li>• Labor force needs</li> <li>• Employer partners</li> <li>• Potential target audiences,</li> <li>• Affiliated community-based organizations</li> <li>• Public program partners</li> <li>• Curriculum design and training options aligned to employer needs</li> <li>• Program marketing strategy</li> <li>• Funding plan</li> <li>• Evaluation plan</li> </ul> </li> <li>2. Detailed project plan</li> </ol>	<ol style="list-style-type: none"> <li>1. 3 groups of 15-20 participants trained in a short-term program annually</li> <li>2. Identification of governance and steering groups for the TDL partnership</li> <li>3. An ongoing timeline of needs assessment and strategy updates</li> <li>4. Enhanced sector partnership operations and coordination with education</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased public and student awareness of the TDL industry as a source of good jobs</li> <li>2. Increased enrollments</li> <li>3. Increased employer engagement</li> <li>4. Increased student placement into pathway-specific employment opportunities</li> <li>5. Employee advancement to higher skilled and higher paying employment</li> </ol>	<ol style="list-style-type: none"> <li>1. Dynamic process for quick-turnaround adaptation of training approaches based on industry innovations</li> <li>2. Increased profile for the consortium across the region as a key source of talent for employers and</li> </ol>
<b>Assumptions</b>			<b>External Factors</b>		
<ul style="list-style-type: none"> <li>• Role and influence of union labor will need to be considered and addressed</li> </ul>					

## Entrepreneurship Pathways Logic Model

Develop adult education pathways that support interested, emerging and established entrepreneurs

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> <li>Build on existing assets:               <ul style="list-style-type: none"> <li>Immigrant population base</li> <li>Local SBDC</li> <li>Chambers of commerce</li> <li>iHub San Joaquin</li> </ul> </li> <li>IET and career pathway models</li> <li>Entrepreneur and small business owner input and participation on curriculum, internships, and hiring</li> <li>Stakeholder input and participation</li> <li>Sufficient time for program development</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate state and federal policies for potential application in DSAEA career pathway initiatives</li> <li>Identify potential pathway projects using a structured planning approach</li> <li>Convene pathway specific planning teams for Entrepreneurship</li> <li>Build on existing entrepreneurship programs</li> </ol>	<ol style="list-style-type: none"> <li>A Pathway Project Framework identifying the following:               <ul style="list-style-type: none"> <li>Priority labor force needs</li> <li>Potential priority employer partners for collaboration</li> <li>Potential target audiences, affiliated community-based organizations and public programs for future coordination and recruitment</li> <li>Curriculum design options</li> <li>Marketing plan</li> <li>Funding plan</li> <li>Evaluation plan</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Detailed project plan building on the ideas set forth in the framework to implement and evaluate a pathway plan</li> </ol>	<ol style="list-style-type: none"> <li>Increased enrollments</li> <li>Increased entrepreneur and small business engagement</li> <li>Increased student placement into pathway-specific employment opportunities</li> </ol>	<ol style="list-style-type: none"> <li>Pathway progression and tangible outcomes for program participants               <ul style="list-style-type: none"> <li>Increased number of small businesses</li> <li>Increased small business revenues</li> <li>Increased entrepreneurial activity and coordination</li> </ul> </li> </ol>
<b>Assumptions</b>			<b>External Factors</b>		
<ol style="list-style-type: none"> <li>CBOs and business organizations are willing to partners</li> <li>DSAEA programs and services can be tailored to better support the needs of potential entrepreneurs</li> </ol>					



## Immigrant Integration Logic Model

Identify a sequence of education, training and support services for immigrants to integrate into their communities

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>1. Promising and best practice examples, e.g., ALLIES, EL Navigator Grant Findings.</p> <p>2. Participation of immigrant serving agencies and CBOs (Catholic Charities, El Concilio, California Human Development, existing immigrant integration collaborative)</p> <p>3. Willing, engaged and consistent participation of CAEP agency staff</p> <p>4. Sufficient time for staff development</p>	<p>1. Get input from CAEP members on opportunities for Immigrant Integration</p> <p>2. Develop classroom strategies supporting immigrant integration: curriculum, digital literacy and instructional activities</p> <p>3. Implement school-wide, institutional strategies outside the classroom that promote immigrant integration.</p> <p>4. Develop community connections to promote immigrant integration and market available programs to target audiences in specific geographic areas of need</p> <p>5. Recruit and retain qualified staff</p>	<p>1. Consortium-wide immigrant integration strategy</p> <p>2. Guidance for staff at all levels across consortium on how to work with and support immigrant populations</p> <p>3. MOUs with CBOs and partner agencies</p> <p>4. New or modified curricula reflecting holistic immigrant integration needs</p> <p>5. Use of a data platform to track referrals and joint service delivery</p> <p>6. New metrics to track the accomplishments of immigrants specifically related to linguistic, economic and social integration</p>	<p>1. Increased enrollments of immigrant student</p> <p>2. Increased receipt of supportive services in all areas of immigrant integration</p> <p>3. Improved understanding of needs of immigrant students</p> <p>4. Enhanced relationships and emerging partnerships with immigrant serving CBOs</p>	<p>1. Development of refined pathways, curriculum and service modules reflecting lessons learned</p> <p>2. Streamlined and sustaining partnerships</p> <p>3. Wider community and agency understanding of the immigrant integration and the no-wrong-door model</p>	<p>1. Immigrant integration is the accepted paradigm for services for immigrants</p> <p>2. High rates of immigrant students obtain real-world outcomes of importance: legal services, jobs, health insurance, drivers' licenses, etc.</p>
<b>Assumptions</b>			<b>External Factors</b>		
<p>1. CBOs are willing to partners</p> <p>2. DSAEA services can be tailored to better support the needs of immigrant students</p>			<p>1. AB 2098 will provide additional guidance on metrics</p> <p>2. Immigrant populations may not participate due to fear possible deportation</p> <p>3. Delta Dreamers Center (immigrant resource) opening in 2019</p>		

## Table 4. Progress Indicators

The following table identifies time-specific progress indicators that the DSAEA will use to measure progress on the various strategy areas identified in this three-year plan.

Strategy	Progress Indicators		
	December 2019	May 2020	May 2021
Capacity Building	<ul style="list-style-type: none"> <li>Site-based capacity building plans identifying key issues to be addressed with timelines</li> </ul>	<ul style="list-style-type: none"> <li>Increased standards-based curriculum alignment</li> </ul>	<ul style="list-style-type: none"> <li>Increased student outreach, recruitment and retention capacity</li> </ul>
Educational Continuous Improvement	<ul style="list-style-type: none"> <li>Consortium-wide and site based program plans based on outreach and consultation with teachers, students and administrators</li> </ul>	<ul style="list-style-type: none"> <li>Established site-based Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>Improved student learning outcomes and persistence, measurable through CAEP metrics.</li> </ul>
Transition Strategy	<ul style="list-style-type: none"> <li>Consortium-driven transition strategy that addresses Career/Needs Assessment and Student Transition and Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>Consortium-wide Implementation of the Career/Needs Assessment and Student Transition and Education Plan by Transition Specialists working with students</li> </ul>	<ul style="list-style-type: none"> <li>Increased student transitions and progression towards established goals identified in the Career/Needs Assessment and Student Transition and Education Plan</li> </ul>
Service Alignment	<ul style="list-style-type: none"> <li>2-3 Partner Meetings with documented project-specific collaboration plans</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of CommunityPro Suite by at least one partner organization as a common referral platform</li> </ul>	<ul style="list-style-type: none"> <li>Increased numbers of co-enrolled students, reduced number of duplicative assessments</li> </ul>
Allied Health Pathways	<ul style="list-style-type: none"> <li>Initial Allied Health Pathway Program Maps describing program options for use by administrators, teachers and students and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Allied Health Pathway Program promotion materials and increased enrollments</li> </ul>	<ul style="list-style-type: none"> <li>Allied Health Pathway program graduates and placement with local employers</li> </ul>

Strategy	Progress Indicators		
	December 2019	May 2020	May 2021
Transportation, Distribution and Logistics (TDL) Pathways	<ul style="list-style-type: none"> <li>Implementation of Quick-Win project in coordination with Manteca Adult School</li> </ul>	<ul style="list-style-type: none"> <li>Initial TDL Pathway Program Maps describing program options for use by administrators, teachers and students and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>TDL Pathway Program graduates and placement with local employers</li> </ul>
Entrepreneurship Pathways	<ul style="list-style-type: none"> <li>Initial Entrepreneurship Pathways program development Work Plan</li> </ul>	<ul style="list-style-type: none"> <li>Entrepreneurship program design for planned implementation in Fall, 2020</li> </ul>	<ul style="list-style-type: none"> <li>Entrepreneurship Pathway Program participants that successfully advance their small business goals</li> </ul>
Immigrant Integration	<ul style="list-style-type: none"> <li>Initial Consortium-Wide Immigrant Integration strategy with input from members and Community Based Organizations</li> </ul>	<ul style="list-style-type: none"> <li>Developed set of Site-based immigrant integration strategies and prioritized project areas</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for immigrant students quantified by use of AB 2098 metrics</li> </ul>

## 2.5 Piloting and Implementation

The DSAEA will implement the Three-Year Plan Strategies through the prototype methods described below. The effectiveness and impact of these pilots will be evaluated through the regular collection and review of the listed formative and summative data types.

**Table 5. Strategy Prototyping**

Strategy	Prototype Method	Formative Data	Summative Data
Capacity Building	<ul style="list-style-type: none"> <li>Review promising practices and self-assessment results to identify priority work areas</li> <li>Update capacity building strategic plans</li> <li>Implement targeted improvements</li> </ul>	<ul style="list-style-type: none"> <li>Existing conditions and practices inventory</li> <li>Self-assessment data</li> <li>Strategic Plans</li> </ul>	<ul style="list-style-type: none"> <li>Updated self-assessment</li> <li>Updated strategic plans</li> <li>Documentation of site-based program changes, upgrades and enhancements</li> </ul>
Educational Continuous Improvement	<ul style="list-style-type: none"> <li>Site-based evaluation and data collection</li> <li>Professional Learning Community based on site needs</li> <li>Regional Professional Development based on needs</li> <li>AB 705 responsive curriculum alignment with Delta College</li> <li>Targeted classroom instruction enhancements</li> </ul>	<ul style="list-style-type: none"> <li>Site based data</li> <li>CAEP Data:               <ol style="list-style-type: none"> <li>Transitions</li> <li>Outcomes/Performance</li> <li>Literacy Persistence</li> <li>Program Persistence</li> <li>Barriers to Employment</li> <li>CAEP Manager Summary</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Site based data</li> <li>CAEP Data:               <ol style="list-style-type: none"> <li>Transitions</li> <li>Outcomes/Performance</li> <li>Literacy Persistence</li> <li>Program Persistence</li> <li>Barriers to Employment</li> <li>CAEP Manager Summary</li> </ol> </li> </ul>
Transition Strategy	<ul style="list-style-type: none"> <li>Develop a transition framework</li> <li>Develop and implement an individual career and education plan based on local career opportunities that can be used by students and shared across agencies</li> <li>Develop and implement staffing strategies to support the Transition functions</li> </ul>	<ul style="list-style-type: none"> <li>Existing practices inventory</li> <li>CommunityPro Suite data</li> <li>CAEP Data:               <ol style="list-style-type: none"> <li>Transitions</li> <li>Outcomes/Performance</li> <li>Literacy Persistence</li> <li>Program Persistence</li> <li>Barriers to Employment</li> <li>CAEP Manager Summary</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Updated practices inventory</li> <li>CP Suite data</li> <li>CAEP Data:               <ol style="list-style-type: none"> <li>Transitions</li> <li>Outcomes</li> <li>Literacy Persistence</li> <li>Program Persistence</li> <li>Barriers to Employment</li> <li>CAEP Manager Summary</li> </ol> </li> </ul>

Strategy	Prototype Method	Formative Data	Summative Data
Service Alignment	<ul style="list-style-type: none"> <li>Continue to develop working relationships with key partner agencies and while identifying and implementing referral and alignment strategies</li> <li>Implement and showcase the capacity of CommunityPro Suite to serve as an integrated referral platform</li> <li>Support San Joaquin County WorkNet in their implementation of CommunityPro Suite</li> </ul>	<ul style="list-style-type: none"> <li>Existing practices inventory</li> <li>CAEP Data:               <ul style="list-style-type: none"> <li>A. Transitions</li> <li>B. Barriers to Employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Updated practices inventory</li> <li>CAEP Data:               <ul style="list-style-type: none"> <li>A. Transitions</li> <li>B. Barriers to Employment</li> </ul> </li> </ul>
Allied Health Pathways	<ul style="list-style-type: none"> <li>Nursing (RN) Pathway</li> <li>Medical Assistant (MA) Pathway</li> <li>Certified Nursing Assistant (CNA) Pathway</li> </ul>	<ul style="list-style-type: none"> <li>Existing program inventory</li> <li>CAEP outcome data with attention to job placement and wage gains</li> </ul>	<ul style="list-style-type: none"> <li>Updated program inventory</li> <li>CAEP outcome data with attention to job placement and wage gains</li> </ul>
Transportation, Distribution and Logistics Pathways	<ul style="list-style-type: none"> <li>Quick Win project with Manteca Adult School</li> <li>Employer outreach</li> <li>Ongoing sector partnership development with steering team</li> </ul>	<ul style="list-style-type: none"> <li>Existing program inventory</li> <li>CAEP outcome data with attention to job placement and wage gains</li> </ul>	<ul style="list-style-type: none"> <li>Updated program inventory</li> <li>CAEP outcome data with attention to job placement and wage gains</li> </ul>
Entrepreneurship Pathways	<ul style="list-style-type: none"> <li>Entrepreneurship pathway workplan</li> </ul>	<ul style="list-style-type: none"> <li>Existing program inventory</li> <li>Program development and partnership opportunity inventory</li> </ul>	<ul style="list-style-type: none"> <li>Updated program inventory</li> <li>Summary of quick wins and future plans</li> </ul>
Immigrant Integration	<ul style="list-style-type: none"> <li>Enhanced coordination and outreach with existing Immigrant focused CBOs</li> <li>Delta College Immigrant supporting programming and services</li> <li>English Language Learner (ELL) co-enrollment staffing with San Joaquin County WorkNet</li> </ul>	<ul style="list-style-type: none"> <li>CAEP Demographic and Barriers to Employment Data</li> <li>CAEP outcomes data cross-referenced with demographics</li> <li>Delta College data on immigrant student programs, services and enrollments</li> </ul>	<ul style="list-style-type: none"> <li>CAEP Outcomes data and AB 2098 metrics</li> <li>CAEP outcomes data cross-referenced with demographics</li> <li></li> </ul>