



Delta Sierra Adult Education Alliance

2019-20 Annual Plan

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Executive Summary

Consortium 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.

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.

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.

18-19 Accomplishments

The consortium has developed over the last five years from a set of individual agencies into a cohesive group. The development and cohesion of the group continued during the 2018-19 school year with improved data collection, enhanced partnerships and the member-driven development of the 3-year plan. Other notable accomplishments from the 2018-19 school year include:

- Initiating the development of a Transportation, Distribution and Logistics (TDL) pathway,
- Developing the role of the 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,

- Continuing ESL Integrated Education and Training courses for health-related employment opportunities,
- Leveraging Regional Professional Development for administrators, teachers and office staff to improve instructional practices, classroom strategies, data collection and other activities.

19-20 Primary Goals

- The primary goal for the 2019-20 school year is to move forward the vision set out in the 3-year plan . These strategies support consortium and site-base improvements.
- Priority strategy areas include:
 - Educational Continuous Improvement
 - Transition Strategy
 - Service Alignment
 - Allied Health Pathway
 - Development of the Transportation, Distribution and Logistics (TDL) Pathway and the concurrent development of the Northern San Joaquin Valley TDL Sector Partnership (NVTP).
 - Immigrant Integration
 - Capacity Building
- All members will continue to work with partner organizations to support enhanced collaboration and service delivery to meet the needs of existing and potential DSAEA students.

Regional Planning Overview

The consortium is actively implementing the 3-year plan with member agency administration leadership. Member representatives will work on the following strategy areas identified in the 3-year plan:

- Educational Continuous Improvement
- Transition Strategy
- Service Alignment/ CommunityPro Suite
- Allied Health Pathway
- Transportation, Distribution and Logistics Pathway
- Immigrant Integration
- Budget
- Capacity Building

Strategy development and implementation will be led by consortium members and partners. The Consortium Executive Director and Consulting team will provide overall support to these efforts .

Strategy leaders will work with the staff team to develop and implement a project plan and timeline that engages DSAEA members and external stakeholder partners to achieve the desired outcomes for 2019-20.

An overview of the DSAEA 3-year plan strategies and how they relate to the California Adult Education Program (CAEP) Objectives is provided in the strategy/objective crosswalk table on page 14 of this plan.

Meeting Regional Needs

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 2018-19 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 annual 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.

DSAEA Needs and Gaps

The table below describes consortium-wide and school district need indicators, 2018-19 program enrollments (12+ hours of instruction) and highlights the resulting gap indicator. The gap indicators highlight the need for additional and enhanced service delivery across all of the main CAEP program areas to meet regional need.

School District Need Data and Program Enrollments (12+ Hours of instruction)							
	Need				Enrollments (18-19)		
District	# and % of Population 25 years + and no HSD	# of Unemployed	# of unemployed and lacking HSD (18+)	Speaks English Less Than Very Well (Ages 5+)	ABE/ASE	CTE	ESL
Calaveras County	3,421 (10%)	1,281		887	32	0	1
Lodi Unified	20,817 (19%)	7,618		29,325	306	174	264
Manteca Unified	15,670 (19%)	6,282		19,064	250	160	445
River Delta Unified	1,571 (12%)	510		1,735	6	0	19
Stockton Unified	40,763 (33%)	11,193		42,612	2,534	369	1,576
Tracy Unified	4,376 (9%)	2,960		11,741	190	0	393
San Joaquin County/DSAEA	97,190 (22%)	33,271	7,655	112,980*	3,318	703	2,698
Gap Indicator- Enrollments as a percentage of need met	4.1% of need met	12% of need met	52% of need met	3%* of need met			

- The count of Consortium-wide population of English Language Learners is for people age 18 or older . Through an analysis of Barriers to Employment data there are known to be an additional 851 ELLs enrolled in non-ESL program areas. These students were added to the count of ESL students to derive a more accurate picture of the need currently being met by the consortium.

Program Area Participation Rates

The table below describes program area participation rates during the 2018-19 program year for students that completed 12 or more hours of instruction. The percentages are based on a duplicated count of 6,747 students (Workforce (Re)Entry count was removed). these percentages provide a general sense of the program participation rates.

Program Area	DSAEA
ESL	40%
ABE	14%
HSD/E	36%
AWD	0%
CTE	10%

Percentage of English language Learners in Non ESL classes

There are significant number of English Language Learners DSAEA students participating in non-ESL classes. These students may need additional supports to succeed in their classes. The number below are based on member agency Barrier to Employment Reports. Barriers are recorded for all students regardless of instructional hours.

Program Area	% of Students who are ELL	Count of students
ABE	12%	150
HSD/E	14%	479
CTE	23%	222

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. 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 Agency						
Number of Reported Barriers	Wind River Adult School	Lodi Adult School	Manteca Adult School	Stockton School for Adults	Tracy Adult School	Calaveras County Office of Education
0	78%	58%	19%	3%	17%	0%
1	0%	6%	16%	4%	7%	67%
2 or more	22%	36%	66%	93%	76%	33%

Who We are Serving

The following data describes basic demographics of the students served across the consortium and program participation during the 2018-19 school year. The demographic data includes all students who provided this information and does not distinguish for the level or type of service provided. The total student count the percentages are based on in this table is 9,342.

Age Range	DSAEA		Race	DSAEA
18 - 21	16%		White	68%
22-29	25%		Asian	16%
30-39	26%		Black	10%
40-49	18%		Pacific	1%
50-59	10%		Filipino	2%
60-69	4%		Indian	6%
70+	1%			
Gender	DSAEA		Ethnicity	DSAEA
Male	36%		Hispanic	62%
Female	63%		Non-Hispanic	37%

Languages

As depicted in the Native Language table below Spanish and English are the two predominant native languages spoken by DSAEA students. There are many other languages represented as native languages in smaller numbers across the consortium reflecting the diversity of the regional population. Some of these languages are represented in higher numbers at specific schools such as Chinese and Vietnamese (3 percent each at Tracy Adult School, 2% and 3% at Stockton School for Adults), Urdu (5% at Lodi Adult School), Panjabi (5% at Manteca Adult School and 3% at Tracy Adult School) and Farsi (2% at Manteca Adult School and 13% at Tracy Adult School). These concentrations reflect population densities that may benefit from targeted outreach strategies.

Native Language	% of Students
Spanish	44%
English	40%
Other	4%
Chinese	2%
Vietnamese	2%
Farsi	2%
Cambodian	1%
Punjabi	1%
Urdu	1%
Tagalog	1%
Arabic	1%

Highest Level of Education

The Highest Level of Education data below demonstrates that non-U.S. educated students have higher education levels than their U.S. educated counterparts. This data highlights the need for immigrant integration strategies to support students with high levels of education in other countries to apply their talents in the local workforce.

Highest Level of Education	U.S. Educated	Foreign Educated
No Diploma	77%	21%
HSE or Diploma	15%	46%
Some College	6%	13%
College	2%	17%
> B.A./B.S.	0%	5%

Description of How the Gaps Were Identified

Indicators of regional need were determined by reviewing and selecting key characteristics from the CAEP interactive regional fact sheets. The data provides a preliminary picture of need related to key program areas.

Future analysis of need will focus on learning more about sub-regional specific needs and population characteristics as well as the needs of special populations such as:

- Formerly incarcerated
- Foster youth
- Homeless
- Parents of Young Children

Existing participant demographic information was compiled to establish a baseline understanding of who the DSAEA is currently serving.

Description of How Effectiveness Will Be Measured

Effectiveness will be an ongoing discussion topic for the Steering Committee and Adult Education Leadership Network (AELN). Program effectiveness will be discussed through structured dialogues with key program stakeholders including students, teachers, counselors, administrators and community based organizations. In addition to this qualitative data collection strategy, program effectiveness will be regularly measured and reviewed through key CAEP program data points such as:

- Transitions
- Outcomes
- Literacy Persistence and level gains
- Program Persistence

Program administrators participate in regular consortium-wide data teamwork sessions and are working together to identify trends and related actions in the CAEP data. Program effectiveness will also be measured by:

- Tracking strategy area outcomes as described in the Strategy area logic models
- Collecting and reviewing progress indicator data for each strategy as described in the three year plan
- collecting and reviewing the formative and summative data for strategy prototyping as described in the three year plans
- Review regional demographic need indicators

DSAEA Persistence

The following table depicts basic program persistence data for the 2018-19 school year. Persistence data will be reviewed and refined in combination with other data to better understand how programs are meeting student needs.

Persistence	DSAEA
% of Students Served that Enroll in Instructional Program	66%
% of Students that complete at least 12 hours of instruction	75%
% of students with 12 + hours and outcomes	73%
% of students with 12 + hours and completed a pre/post test	73%
% of students with 12 + hours, completed a pre/post test and a level gain	48%

DSAEA Outcomes

The following table summarizes DASEA Outcomes for the main CAEP program objectives. This outcome data will be reviewed regularly by members to identify areas to address and improve.

Outcomes	Description	17-18	18-19
High School Diploma/Equivalency	High School Diploma, Passed GED, Passed HiSET, and Passed TASC	215	233
Post-Secondary Outcome	College Degree (AA,AS,BA,BS), Graduate Studies, Training Credential, Occupational Licensure/Certificate, Apprenticeship	44	25
Employment (Gained after Program Entry)	Students who gain employment after enrolling in or completing an ESL, ABE, ASE, or CTE program	382	516
Increase Wages (Gained after Program Entry)	Students who increase wages after enrolling in or completing an ESL, ABE, ASE, or CTE program	96	116
ABE Educational Functioning Level (EFL) Gains	Students who achieve one or more EFL learner gains based on the National Reporting System (NRS) as measured by the CASAS assessment (ELA/Math)	373	340
ESL Educational Functioning Level (EFL) Gains	The number of times a student progressed to or beyond one educational functional level.	1,399	1,424
Students Transitioning to Post Secondary	Students who transition from ABE, ASE, or ESL into a CTE or for-credit college program that is not developmental	436	451
Pre-apprenticeship	CTE students who complete courses of study articulated with a registered apprenticeship program	0	0

DSAEA Strategies and CAEP Objectives Crosswalk

The following section of the Annual Plan describes the DSAEA 3-Year Plan strategies to meet the CAEP Program Objectives. For each 3-Year Plan strategy a set of desired outcomes for the 2019-20 year have been identified. These are listed on the crosswalk table on the following page. The crosswalk table displays both the DSEA Strategies and the CAEP Objectives and shows how the strategies relate to the objectives with either a primary or secondary focus as described below:

Primary: The strategy has a primary focus on addressing the CAEP objective. For example, Service Alignment has a primary goal to serve more of the need for adult education by a) referring more participants to services b) connecting current students to support services, and c) providing greater coordination of case management

Secondary: The strategy will help meet the CAEP objective. For example, ECI is primarily focused on promoting the acceleration and transition of students rather than increasing capacity to serve more students.

For further detail on the identified strategies, please refer to the DSAEA 3-Year Plan (2019-2022).

DSAEA 3-Year Plan Strategies and 2019-20 Desired Outcomes	CAEP Objectives				
	Gaps in Service	Transition	Student Acceleration	Professional Development	Leveraging Resources
Educational Continuous Improvement <ul style="list-style-type: none"> Standards driven curriculum alignment strategy Each Adult School has developed a clear Professional Learning strategy and implementation plan 	●	●	●	●	●
Transition Strategy <ul style="list-style-type: none"> Consortium-wide Transition Strategy for local adaptation and implementation that includes a Career/Needs Assessment and Student Transition and Education Plan 	●	●	●	●	●
Service Alignment/CP Suite <ul style="list-style-type: none"> Shared vision and agreements regarding aligned intake and assessment, co-enrollment and referral strategy Cross-training to support broader implementation of CP Suite across members and partner agencies 	●	●	●	●	●
Allied Health <ul style="list-style-type: none"> Allied Health career pathway strategy with clear adult education onramps Medical Assisting pilot project with Community Medical Centers A clear and regular communication channel and DSAEA representation with HealthForce Partners 	●	●	●	●	●
TDL Pathway <ul style="list-style-type: none"> Design, implement and evaluate Pilot Project to showcase consortium-wide TDL Pathway options Initiate TDL Sector Partnership strategic planning 	●	●	●	●	●
Immigrant Integration <ul style="list-style-type: none"> Consortium-wide Immigrant Integration Strategy Enhanced relationships and partnerships with immigrant serving CBOs Integration of AB 1111 strategies (if grant received) 	●	●	●	●	●
Capacity Building <ul style="list-style-type: none"> Improved performance outcomes and learner persistence Increased agency transformational and instructional leadership capacity related to 3-Year Plan Strategies Enhanced consortium processes and procedures 	●	●	●	●	●

Gaps in Service

To incrementally increase capacity in identified gap areas and help maintain established levels of service the DSAEA will address programs at utilizing the Annual Plan and 3-Year Plan Strategies at both a site and consortium-wide level.

Program Area	Gaps Indicators	Strategies to Address Gaps in Service
ABE/ASE	4.1% of need met for population 25+ without a High School Diploma	<ul style="list-style-type: none"> • Increased service alignment and coordination with partners to address student needs and barriers • Transition Strategy • Educational Continuous Improvement • Continue to offer HiSet and GED in school and community locations
CTE	12% of need met for unemployed population 52% of need met for population 18+ and without a High School Diploma	<ul style="list-style-type: none"> • Develop contextualized career pathways such as the TDL and Allied Health pathway that address multiple student needs simultaneously
ESL	3% of need met for English Language Learners 18+	<ul style="list-style-type: none"> • Immigrant Integration Strategy <ul style="list-style-type: none"> ○ Address needs of ELL students in all program areas, not just ESL • Educational Continuous Improvement

Seamless Transitions

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

The Transition Strategy development will be led by a members charged with producing an implementation plan. The team may 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"> • Clarify the Why - Desired outcomes • Study Best Practices • Collect and assess current practices
II.	Proposal	<ul style="list-style-type: none"> • Develop DSAEA Implementation team • Review and refine
III.	Implementation	<ul style="list-style-type: none"> • TBD

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.

Student Acceleration

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 Adult Education Leadership Network (AELN) will host these ECI meetings.

Shared Professional Development

Professional Development is embedded within the **Educational Continuous Improvement** (ECI) strategy described in the Acceleration Strategy area. The ECI strategy includes a consortium-wide PD needs assessment and planning process. In addition to job embedded and site based professional learning the consortium will support conference attendance at priority professional development events such as those hosted by the following organizations: CAEAA, CCAE, CASAS, CAEP, NCPN and NCTN.

Capacity Building

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

Description: 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.

Leveraging Resources

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. As of August, 2019 Catholic Charities, El Concilio and the Family Resource and Referral Center of San Joaquin have all begun implementing CommunityPro Suite at their organizations.

Fiscal Management

Planned allocations are designed to enhance member capacity to implement and sustain programs that support students to meet their goals. The 3-year plan and annual plan are guiding reference documents that inform allocations and are reviewed regularly at Steering Committee meetings. This year's annual plan implementation will be guided by strategy leads that will focus on the content of strategies. Successful implementation of these strategies will require coordinated resources and administrator strategy leaders will provide guidance to ensure adequate resources are allocated at the consortium and site-level to support them. A regional fund is designated for catalytic regional projects. A budget committee will also be established this year to provide general oversight and direction on the use and monitoring of allocated funds with Steering Committee input.

Approach to Incorporating Remaining Carry-over Funds

Members will be advised to spend all carry-over funds from prior years before spending down "new" money. Members have also been advised to develop a sustainable annual budget that does not require the ongoing use of carryover funds. Carryover funds may be targeted toward 1-time allowable use expenditures.

Carry-over funds in the Regional Allocation may be made available to members or partners as part of a special innovation fund to catalyze and support transformative projects. Remaining funds from the 2017-18 allocation were redistributed to members to support overall program and facility improvements.