

California Adult Education Program : Annual Plan : 2019-20 Produced: Oct 21, 2019, 03:24 PM UTC DeVonne Alvarado

## 50 Delta Sierra Adult Education Alliance (DSAEA)

### Plans & Goals - Consortium Approved

#### Executive Summary

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA. 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:
  - oEducational Continuous Improvement
  - oTransition Strategy
  - oService Alignment
  - oAllied Health Pathway
  - oDevelopment of the Transportation, Distribution and Logistics (TDL) Pathway and the concurrent development of the Northern San Joaquin Valley TDL Sector Partnership (NVTP).
  - oImmigrant Integration
  - oCapacity 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

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA 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

#### Regional Need #1

##### Gaps in Service / Regional Needs

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA

#### **How do you know? What resources did you use to identify these gaps?**

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA

#### **How will you measure effectiveness / progress towards meeting this need?**

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA 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 (SEE FULL REPORT IN SUPPORTING DOCS SECTION OF NOVA) 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. 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.

## **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA

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

### Strategy #2

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

### New Strategies

#### Strategy #1

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA 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.

## Professional Development

### New Strategies

#### Strategy #1

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA 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.

#### Strategy #2

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

### New Strategies

#### Strategy #1

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA 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:  
 oCo-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

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA 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.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.**

For full annual plan please refer to DSAEA 2019-20 Annual Plan PDF added to Supporting Documents section of NOVA 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.

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