



DRAFT Delta Sierra Adult Education  
Alliance  
2020-21 Annual Plan

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# Executive Summary

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## **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. Additional members include the River Delta Unified School District, Calaveras County Office of Education and San Joaquin County Office of Education.

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. The onset of a global pandemic during the school year presented a series of unique challenges that the consortium responded to as best it could. The consortium will step forward together to respond to these enduring challenges and support the broader community as described below.

## **Responding to COVID-19**

Members will provide student educational and support services through a variety of existing platforms, and explore new ways of reaching students to support their enrollment and persistence. Staff across all member agencies are actively communicating to share resources and develop strategies to support students. Members will also leverage expertise such as the SkillRise educational technology training course to respond to the need for improved distance learning and student support service options.

In the Spring of 2020, the Transitions Team met frequently to develop a shareable resource compilation for students. Staff at all levels will continue to work together and collaborate to respond to student needs in this fashion. Member administrators have noticed a decline in beginning-level ESL student participation and will be targeting this population group for increased outreach and support.

## **Planning for a Changed Budget Landscape**

The Strategic Planning and Capacity Building Team will play a key role in monitoring the fiscal impact of the pandemic on consortium and member operations. Budget impacts of the pandemic will be an ongoing planning and discussion item at all monthly Adult Education

Leadership Network and Steering Committee meetings. The DSAEA has invested heavily in strategic partnership development over the last five years that have leveraged regional expertise and funding to support its goals. The consortium allocations have been strategically directed to support the development of the health and Transportation, Distribution, and Logistics-Advanced Manufacturing (TDL-AM) Pathways as well coordinated programming and partnership to support immigrants and high need populations in the region. These investments will help provide stability to the consortium and its members while the impact of the pandemic shifts the funding landscape.

### **Addressing Systemic Racial Injustices**

San Joaquin County, like counties across California, is home to systemic racial injustices. The DSAEA will address systemic racial injustices within its membership and partners through a collaborative dialogue and review of relevant data on an ongoing basis during the 2020-21 school year. The consortium will draw on available organizational resources to address equity issues such as CALPRO and local district professional development opportunities.

### **19-20 Programmatic Accomplishments**

- Supporting the ongoing development of a Transportation, Distribution and Logistics (TDL) pathway with the offering of multiple successful Warehouse Bootcamps at Stockton School for Adults and Manteca Adult School. Consortium members supported the development of the pathway through partnership with San Joaquin County WorkNet, the University of the Pacific's Center for Business and Policy Research and the logistics real estate company Prologis.
- Emphasizing the role of the Transition Specialists at Adult Schools to support student transitions to college, career & community goals and supporting the expanded use of CommunityPro Suite.
- Continuing engagement and coordination with HealthForce Partners Northern San Joaquin Valley to develop health related educational training and employer engagement.
- Partnering with San Joaquin County WorkNet to develop a successful grant application for the English Language Pathways to Careers program.
- Increasing the focus on the Immigrant Integration strategy area including working directly with the Migration Policy Institute and San Joaquin County Immigrant Integration Collaborative on immigrant-specific data collection, analysis and program development.

## **19-20 Organizational Accomplishments**

- Adding Lincoln Unified School District as a new member and approving an initial allocation of \$50,000.
- Redistributing regional funds to members to support the purchase of educational technology to support distance learning during the pandemic.

## **Primary Goals for the 2020-21 School Year**

- Supporting all members to address the challenges of providing distance educational and supportive services during the pandemic to existing students and reaching out to community members not currently served by adult education
- Strengthening ongoing consortium operations and leadership through the Strategic Planning and Capacity Building team
- Working on a set of major interrelated initiatives and the key common elements to achieve success across them:

### Major Interrelated Initiatives

- Improving student access, progress and outcomes through innovations in adult education services
- Transportation Distribution Logistics -Advanced Manufacturing Pathway
- Immigration Integration
- Allied Health Pathway

### Key Common Elements

- Shared vision for coordinated service delivery
- Asset Mapping/Relationship Building
- “No Wrong Door” agreements
- Collaborative program innovation
- Data Sharing and Coordination
- Professional Development and Communities of Practice
- Program Monitoring, Evaluation and Learning
- Backbone Capacity Building / Infrastructure

## Regional Planning Overview

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The consortium is actively implementing the 3-year plan with member agency administration leadership. Member representatives are responding to the new realities of providing distance learning and student support services during the pandemic. Key areas of focus during this coming year will be

- Improving access, progress and outcomes through innovations in adult education services
- Transportation Distribution Logistics -Advanced Manufacturing Pathway
- Immigration Integration
- Allied Health Pathway

Strategy development and implementation will be led by consortium members and partners. The Consortium Executive Director and staff 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 2020-21.

## Meeting Regional Needs

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Existing regional needs in the DSAEA service area have been exacerbated by covid-19 and the pandemic disproportionately impacts communities of color and immigrants. The DSAEA seeks to find effective ways to meet the needs of low-skilled workers and provide support to those most impacted by the pandemic. As of June 2020, the unemployment rate in San Joaquin County is 15.9 percent (compared to 15.1 statewide), up from 5.8 at the same time in 2019. A report from the University of the Pacific's Center for Business and Policy Research indicates that the growth industries and occupations in the Northern San Joaquin Valley are low wage (Farm, Warehouse and Social Assistance) and higher income jobs are declining (Hospitals, Information, Technical Services, Management). According to the Program for the International Assessment of Adult Competencies' (PIAAC) [U.S. Skills Map](#) the numeracy and literacy skills of San Joaquin residents aged 16-74 are below the State and national average. A recent [report](#) from the Community and Labor Center at UC Merced found covid-19 positivity rates are higher in counties such as San Joaquin that have a greater prevalence of low-wage work and related industries that have lower workplace health and safety standards.

A recent demographic analysis completed by the Migration Policy Institute on behalf of the DSAEA found that of all immigrant workers in the region, 68% are in low-skilled occupations that require a high school diploma or less and little to moderate on-the-job training, such as construction laborers, cashiers, restaurant workers, home health aides. Immigrants are a demographically important group in the region served by DSAEA. Immigrant adults represented 30% (161,000) of the 529,000 adults in DSAEA. In comparison, immigrants represented 17% of all adults in the U.S. and 34% in CA.

According to the 2017-20 Workforce Development Board of San Joaquin County Local Plan Biennial Modification over forty percent (41.6%) of San Joaquin County residents are Hispanic or Latino. 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 Diploma or equivalent, over 34,000 unemployed working age people and over 117,000 that speak English "less than very well".

The regional language, educational and economic needs of the region 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 2019-20 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 to meet community need. The strategies described in the annual plan are designed to address these needs.



## DSAEA Needs and Gaps

The table below describes consortium-wide and school district need indicators, 2019-20- 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.

District	School District Need Data and Program Enrollments (12+ Hours of instruction)						
	Need				Enrollments (19-20)		
	# and % of Population 25 years + and no HSD	# of Unemployed	# of unemployed and lacking HSD (18+)	Limited English Proficiency (estimate)	ABE/ASE	CTE	ESL
Calaveras County	4,590 (10%)	2,270		845	18	0	7
Lincoln Unified	5,760 (18%)	2,222		7,000	-	-	-
Lodi Unified	22,600 (20%)	6,450		25,000	209	180	289
Manteca Unified	15,200 (19%)	4,292		17,000	208	195	501
River Delta Unified	1,283 (10%)	510		1,500	0	0	9
San Joaquin County Office of Education	<i>See DSAEA numbers below</i>				1	15	0
Stockton Unified	33,480 (27%)	8,941		37,000	780	353	1,403
Tracy Unified	9,010 (17%)	2,660		11,000	182	2	469
DSAEA	96,180 (21%)	26,450	7,655	105,000*	1,398	745	2,678
Gap Indicator- Enrollments as a percentage of need met	2.2% of need met	8.1% of need met	28% of need met	3.3%* 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 826 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 2019-20 program year for students that completed 12 or more hours of instruction. The percentages are based on a duplicated count of 4,821 students (Workforce Preparation count was removed). These percentages provide a general sense of the program participation rates.

Program Area	DSAEA
ESL	56%
ABE/ASE	29%
CTE	15%

### Percentage of English language Learners in Non ESL classes

There are a 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 and indicate a total of 826 English Language Learners that are enrolled in non-ESL classes. Barriers are recorded for all students regardless of instructional hours.

Program Area	% of Students who are ELL	Count of ELL students
ABE	22%	313
HSD/E	19%	378
CTE	13%	135

## Barriers to Employment

Participating students face numerous barriers to employment. Student data collected during the 2019-20 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-Levels of Literacy
- Low Income
- Migrant and or Seasonal Farmworker
- Single Parent

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	San Joaquin County Office of Education
0	35%	29%	22%	2%	9%	0%	2%
1	0%	21%	10%	12%	10%	35%	75%
2 or more	65%	50%	68%	86%	81%	65%	23%

## Who We are Serving

The following data describes basic demographics of the students served across the consortium and program participation during the 2019-20 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 6,329.

Age Range	DSAEA		Race	DSAEA
18 - 21	15%		White	71%
22-29	22%		Asian	18%
30-39	25%		Black	7%
40-49	21%		Pacific Islander	1%
50-59	12%		Filipino	2%
60-69	4%		Indian	6%
70+	2%		Unspecified	3%
Gender	DSAEA			Ethnicity
Male	35%		Hispanic	63%
Female	65%		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 (two percent each at Manteca Adult School, three percent each at Stockton School for Adults, four and three percent at Tracy Adult School) Urdu (6% at Lodi Adult School), Panjabi (6% at Manteca Adult School and 3% at Tracy Adult School), Farsi (2% at Manteca Adult School and 15% at Tracy Adult School) Tagalog (2% at Manteca), Arabic, (2% at Tracy Adult School) and Cambodian (2% at Stockton School for Adults). These concentrations reflect population densities that may benefit from targeted outreach strategies.

<b>Native Language</b>	<b>% of Students</b>
Spanish	48%
English	34%
Vietnamese	3%
Farsi	3%
Chinese	2%
Punjabi	2%
Other	2%
Arabic	1%
Cambodian	1%
Urdu	1%
Tagalog	1%
Unspecified	1%

## **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 literacy 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 2019-20 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	99%
% of Students that complete at least 12 hours of instruction	71%
% of students with 12 + hours and outcomes	60%
% of students with 12 + hours and completed a pre/post test	64%
% of students with 12 + hours, completed a pre/post test and a level gain	42%

## 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	19-20
High School Diploma/Equivalency	High School Diploma, Passed GED, Passed HiSET, and Passed TASC	215	233	191
Post-Secondary Outcome	College Degree (AA,AS,BA,BS), Graduate Studies, Training Credential, Occupational Licensure/Certificate, Apprenticeship	44	25	38
Employment (Gained after Program Entry)	Students who gain employment after enrolling in or completing an ESL, ABE, ASE, or CTE program	382	516	410
Increase Wages (Gained after Program Entry)	Students who increase wages after enrolling in or completing an ESL, ABE, ASE, or CTE program	96	116	112
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	467
ESL Educational Functioning Level (EFL) Gains	The number of times a student progressed to or beyond one educational functional level.	1,399	1,424	1,207
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	420
Pre-apprenticeship	CTE students who complete courses of study articulated with a registered apprenticeship program	0	0	0



## DSAEA Strategies and CAEP Objectives Crosswalk

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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, the Transition Strategy is primarily focused on supporting existing students rather than increasing capacity to address gaps in service.

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

DSAEA 3-Year Plan Strategies and 2020-21 Desired Outcomes	CAEP Objectives				
	Gaps in Service	Transition	Student Acceleration	Professional Development	Leveraging Resources
<b>Transition Strategy</b> <ul style="list-style-type: none"> <li>Consortium-wide Transition Strategy for local adaptation and implementation that includes a Career/Needs Assessment and Student Transition and Education Plan</li> </ul>	●	●	●	●	●
<b>Service Alignment/CP Suite</b> <ul style="list-style-type: none"> <li>Shared vision and agreements regarding aligned intake and assessment, co-enrollment and referral strategy</li> <li>Cross-training to support broader implementation of CP Suite across members and partner agencies</li> </ul>	●	●	●	●	●
<b>Allied Health</b> <ul style="list-style-type: none"> <li>Allied Health career pathway strategy with clear adult education onramps</li> <li>Medical Assisting pilot project with Community Medical Centers</li> <li>A clear and regular communication channel and DSAEA representation with HealthForce Partners</li> </ul>	●	●	●	●	●
<b>TDL-AM Pathway</b> <ul style="list-style-type: none"> <li>Short-term training programs connected to a comprehensive pathway training program</li> <li>Continue TDL-AM Sector Partnership strategic planning</li> </ul>	●	●	●	●	●
<b>Immigrant Integration</b> <ul style="list-style-type: none"> <li>Consortium-wide Immigrant Integration Strategy</li> <li>Enhanced relationships and partnerships with immigrant serving CBOs and K-12 English Learner programs</li> <li>EL Pathways to Career Grant</li> </ul>	●	●	●	●	●
<b>Capacity Building</b> <ul style="list-style-type: none"> <li>Online and distance education and student support strategies</li> <li>Enhanced consortium processes and procedures</li> </ul>	●	●	●	●	●
<b>Educational Continuous Improvement</b> <ul style="list-style-type: none"> <li>Each Adult School has developed a clear Professional Learning strategy and implementation plan that is applicable in the pandemic</li> </ul>	●	●	●	●	●

- Primary: Strategy has a primary focus on addressing the CAEP objective
- Secondary: Strategy helps meet the CAEP objective

## 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	2.2% of need met for population 25+ without a High School Diploma	<ul style="list-style-type: none"> <li>• Increased service alignment and coordination with partners to address student needs and barriers</li> <li>• Transition Strategy</li> <li>• Educational Continuous Improvement</li> <li>• Continue to offer HiSet and GED in school and community locations</li> </ul>
CTE	8.1% of need met for unemployed population 28% of need met for population 18+ and without a High School Diploma	<ul style="list-style-type: none"> <li>• Develop contextualized career pathways such as the TDL-AM and Allied Health pathway that address multiple student needs simultaneously</li> </ul>
ESL	3.3% of need met for English Language Learners 18+	<ul style="list-style-type: none"> <li>• Immigrant Integration Strategy               <ul style="list-style-type: none"> <li>○ Address needs of ELL students in all program areas, not just ESL</li> <li>○ English Plus Integration Model</li> </ul> </li> <li>• Educational Continuous Improvement</li> </ul>

# Seamless Transitions

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## 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 continue to 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.

In addition to this long-term strategy the Transition Specialists will be actively engaged in providing student support and sharing their learnings on how to best do this in a distance environment. Transition Specialists will also play key roles in the implementation of the Immigrant Integration and Service Alignment strategies.

The transition 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>	<ul 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></ul>

## **Immigrant Integration**

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

**Description:** The consortium is actively engaged with the Migration Policy Institute(MPI), Catholic Charities and San Joaquin County WorkNet to develop and implement a model for holistic adult education service delivery to promote student success in the three domains of immigrant integration: Linguistic/Academic, Civic and Economic. Support will be provided to students in the classroom, outside of the classroom and in the community. MPI has conducted San Joaquin County-specific immigrant demographic research to help develop targeted programming, potentially in coordination with existing K-12 English Language and parent empowerment efforts. These efforts build on the “English Plus Integration” model. The consortium is an active partner with the San Joaquin County WorkNet on the English Learners Pathways to Careers Grant. These efforts 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
- San Joaquin County Immigrant Integration Collaborative
- Immigrant Integration metrics developed in response to Assembly Bill 2098.

# Student Acceleration

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## **Strategic Planning and Capacity Building**

**Goal:** Improve educational outcomes through strategic planning and development of member capacity

**Description:** During the 2019-20 school year the consortium began working on the Educational Continuous Improvement (ECI) strategy identified in the 3-year plan. The focus of the ECI is instructional leadership, specifically through the implementation of effective, sustainable, job-embedded professional learning practices. Anticipated outcomes included comprehensive, long-term re-engagement of faculty, expansion of instructional expertise through a focus on student learning, and improved student learning outcomes.

Prior to the pandemic members acknowledged the need for strategic planning and capacity building to further develop a foundation for the goals of the ECI strategy. With the onset of the pandemic basic operational priorities overtook the longer term aspirations of the ECI strategy.

In response to the identified needs for capacity building prior to and during the pandemic the consortium formed the Strategic Planning and Capacity Building team to address leadership, instructional and fiscal matters.

The team identified the need to support members to develop or leverage distance learning and student support strategies. The team has identified the SkillRise educational technology training course in the Fall as an opportunity to address these strategic priorities both in the short and long-term.

## Shared Professional Development

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Professional Development is embedded across the strategy areas. In addition to job embedded and site based professional learning the consortium supports conference attendance at priority professional development events such as those hosted by the following organizations: California Adult Education Administrators' Association (CAEAA), Comprehensive Adult Student Assessment Systems (CASAS), California Adult Education Program (CEP), California Council for Adult Education (CCAEE), Computer-Using Educators (CUE), National Career Pathway Network (NCPN) and National Career Transitions Network (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. Over the last three years all consortium members 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 Strategic Planning and Capacity Building Team (SPCB) is a smaller group of administrators that meets regularly to monitor and address these issues in coordination with the DSAEA Staff Team.

# Leveraging Resources

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## **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. The importance of this strategy is underscored by the impacts of that pandemic where typical in-person service delivery to the community has been disrupted. 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 and providing services in the covid era.
- 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:
  - Developing strategies to address the digital divide
  - 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, 2020 San Joaquin County WorkNet, 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

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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. The Strategic Planning and Capacity Building Team was established last 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 (First In First Out). 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 prior year allocations were redistributed to members to support overall program and facility improvements.