

50 Delta Sierra Adult Education Alliance (DSAEA)

Plans & Goals - Consortium Approved

Executive Summary

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 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 SEE FULL PDF

Regional Planning Overview

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

Regional Need #1

Gaps in Service / Regional Needs

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.

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

See the DSAEA Needs and Gaps table in the attached full pdf of the annual plan. The table 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. Additional 19-20 school year data compiled in the report includes: • Program Area Participation Rates • Percentage of English language Learners in Non ESL classes • Barriers to Employment • Participating student demographics 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.

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

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

Gaps In Service**New Strategies****Strategy #1**

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: ABE/ASEGAP INDICATOR: 2.2% of need met for population 25+ without a High School Diploma STRATEGIES : 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 PROGRAM AREA: CTEGAP INDICATOR: 8.1% of need met for unemployed population, 28% of need met for population 18+ and without a High School Diploma STRATEGIES : •Develop contextualized career pathways such as the TDL-AM and Allied Health pathway that address multiple student needs simultaneously PROGRAM AREA: ESLGAP INDICATOR: 3.3% of need met for English Language Learners 18+ STRATEGIES: •Immigrant Integration Strategy oAddress needs of ELL students in all program areas, not just ESL oEnglish Plus Integration Model •Educational Continuous Improvement

Seamless Transitions**New Strategies****Strategy #1**

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 •Occupational Interests •Aptitudes •Skills •Career Exploration •Readiness •Assets •Barriers •Other needs Student Transition and Education Plan •Short-Term and Long-Term Goals •Individualized Road Map •Frequent Plan Updates •Different Planning Processes for Student Goal also Delta Transition oEmployment Transition oCommunity and Immigrant Integration •Timeline and Methods for following up on student progress

Strategy #2

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

New Strategies

Strategy #1

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.

Professional Development

New Strategies

Strategy #1

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 (CCA), 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

New Strategies

Strategy #1

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:
 oDeveloping strategies to address the digital divide
 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, 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

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

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.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

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.

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