

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 13, 2021, 10:00 PM UTC Tony Damele

50 Delta Sierra Adult Education Alliance (DSAEA)

Plans & Goals - Consortium Approved

Executive Summary

See full plan in Supporting Documentation section of NOVA***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, Lincoln 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 consortium continues to step forward together to respond to challenges and opportunities presented by the Covid-19 pandemic. 20-21 Accomplishments

- Providing distance, hybrid and in-person instruction as possible during the ongoing pandemic. Members modified and innovated their instructional and student support methods to provide students with a variety of ways to continue their educational efforts. Many of these developments will be adapted for long-term use as the field responds to the changing needs and dynamics of adult learners.
- Supporting the ongoing development of a Transportation, Distribution and Logistics – Advanced Manufacturing (TDL-AM) pathway. The consortium continues to provide professional development activities for all members to support pathway development. The consortium funded a contract with WestEd to provide these professional development activities as well as conduct employer outreach and labor market research. In collaboration with the San Joaquin County WorkNet.
- Continuing to provide leadership for Allied Health Pathways as part of HealthForce Partners Northern San Joaquin Valley through efforts such as the collaborative delivery model for additional CNA classes and the MA bootcamp. These efforts include active collaboration with WorkNet, Community Medical Centers and Delta College. Planned curriculum developments include a health career pathway exploration component with targeted support from transition specialists.
- Emphasizing the role of the Transition Specialists at Adult Schools to support student transitions to college, career & community goals.
- Designing and implementing co-enrollment processes for students as part of SB 554, including for undocumented immigrants.
- Developing and offering a learning community at Delta College, DARTE (Directing Adults on the Right TrAC) for co-enrolled adult school students completing their High School Diplomas. Participants receive academic, financial and career counseling support while completing college level course.
- Reviewing Delta College enrollments to better understand the transition activities of Adult School students. An initial analysis of enrollments over the last five years indicates that approximately 350 DSAEA Adult School student transition to Delta annually and 95 achieve AA/AS or transfer to 4-Year University per year.
- 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. This focus also served to identify family literacy programming and support for highly educated immigrants as two key areas for future focus.
- Participating in the English Language Learners Pathways to Careers grant with WorkNet by developing a referral process and convening and Integrated Resources Team with multiple agency and CBO partners.
- Initiating discussions about providing support for homeless students or students facing homelessness in response to the homelessness crisis.

Primary Goals for the 2021-22 School Year

- Developing a 3-year regional adult education plan by supporting all members with site-based Data and Planning Teams to assess community needs in their service areas and identify responses to address the 9 planning mandates in AB 104, state guidance and DSAEA shared directions. These agency level analyses and plans will be synthesized together with consortium wide strategies to inform the consortium's Regional Plan Update.
- Supporting all members to provide hybrid education and supportive services during the pandemic to existing students community members not currently served by adult education
- Strengthening ongoing consortium operations and leadership
- Improving student access, progress and outcomes through innovations in adult education services
- Developing the Transportation Distribution Logistics - Advanced Manufacturing Pathway and the Allied Health Pathway
- Increasing focus on Immigration Integration strategy
- Developing distance and hybrid learning

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 Strategic Planning and Capacity Building (SPCB) Team 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 2021-22.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

See full plan in Supporting Documentation section of NOVA**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 May 2021, the unemployment rate in the Stockton-Lodi MSA is 8.3 percent compared to 7.7 percent statewide. 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 2020 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. 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 2020-21 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 full plan in Supporting Documentation section of NOVA**The DSAEA Needs and Gaps table describes consortium-wide and school district need indicators, 2020-21 program participation (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. 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?

See full plan in Supporting Documentation section of NOVA**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

See full plan in Supporting Documentation section of NOVA***ABE/ASE:•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

Strategy #2

See full plan in Supporting Documentation section of NOVA***CTE: •Develop contextualized career pathways such as the TDL-AM and Allied Health pathway that address multiple student needs simultaneously

Strategy #3

See full plan in Supporting Documentation section of NOVA***ESL:•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 goalsDescription: 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 transitionsImmigrant IntegrationGoal: Identify and implement a sequence of education, training and support services for immigrants to integrate into their communitiesDescription: 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: 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 will guide and support the 3-Year planning process.

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 (CAEP), 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

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

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 2021-22.

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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