

50 Delta Sierra Adult Education Alliance (DSAEA): Certified

Details

Consortium Information

Consortium Name:

50 Delta Sierra Adult Education Alliance (DSAEA)

Consortium Short Name:

50 Delta Sierra Alliance

Address:

1525 Pacific Avenue | Stockton, California | 95204

Website:

<http://www.deltasierraadulted.org/en-us/>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$9,373,362

CAEP Funds 2021-22:

\$8,899,044

CAEP Funds 2020-21:

\$8,552,658

DELTA SIERRA
Adult Education Alliance



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
Calaveras Co. Office of Education	County Office of Education (COE)	Karen Vail	(209) 736-6030
Lodi Unified	Unified School District	Julie Jansen	(209) 331-7617
Manteca Unified	Unified School District	Mr. Brad Harrison	(209) 858-7330
River Delta Joint Unified	Unified School District	Chandra Drury	(707) 374-1719
San Joaquin Co. Office of Education	County Office of Education (COE)	Tony Damele	(209) 468-9068
San Joaquin Delta CCD	District	Dr. Heather Maloy	(209) 954-5012
Stockton Unified	Unified School District	Jeff Dundas School For Adults	(209) 933-7455 ext: 1403
Tracy Joint Unified	Unified School District	Sam Strube	(209) 830-3384
Lincoln Unified	Unified School District	Lance Morrow	(209) 888-1055

Executive Summary

Executive Summary *

The Delta Sierra Adult Education Alliance (DSAEA) supports the educational, community and economic success of adults in San Joaquin County and portions of Calaveras, Solano and Alameda counties. The DSAEA's 3-Year Plan presents a cohesive strategic vision to make adult education an integral part of the region's workforce development and social investment ecosystem. Key features of the DSAEA's 3-Year Strategic Plan include:

Continuous Improvement

Building on 8 years of experience testing and adapting best practices (TIF, Career Foundations, Gateway to Health

Careers, HealthForce Partners, Prologis partnership, EL Pathways to Careers, ALLIES Immigrant Integration Framework, MPI English Plus Integration, Human Centered Design)

Systemic Integration

A Career Pathway-Bridge system for adults linked to a career pathway system built on a rigorous labor market and employer needs analysis

Next Level of Community College Leadership through an organized and coordinated “Delta Strategy”

- Career Pathway Mapping
- Career Development
- Bridge Program Design
- Staffing
- Dual Enrollment
- Research and Data

Extensive Investment in Partnerships

- Ready to Work
- El Concilio
- WorkNet
- Prologis
- Community Medical Centers
- Pacific Homecare
- Vienna Nursing and Rehabilitation Center
- San Joaquin County Nursing Home Association

Specific Focus on English Learner Advancement

- Contextualized teaching and learning
- Immigrant Integration

Consortium 3-Year Planning Framework

The consortium developed a 3-Year planning framework that includes the case for change, consortium vision, mission, and three-year plan strategies

The Case for Change - Why is the Consortium working to develop an adult pathway bridge system?

1. Clear Policy Guidance and Support to Create An Adult Pathway Bridge System: Our funding prioritizes students get livable wage jobs

- CAEP, WIOA, Guided Pathways, Strong Workforce, Calworks
- These programs have revenue streams we can access for adult learner success

2. Students Need More Than High School or Learning English for Livable Wages:

- Middle skill jobs and wages require “Some College” - 64% of all jobs require “some college”
- ESL and high school credentials are important as the entry point but not the final goal

3. Traditional ESL, ABE, and HSE Program Lose Many Students at Each Stage

- Students “Get Stuck” in Traditional ABE/ASE/ESL programs that are not part of a pathway

4. Pathway Bridge Systems Help Students Get “Unstuck” and Attain Meaningful Credentials

- Address support needs and target Math and English learning to Occupational target
- Provide an accessible, short-term credential as the “first rung” of a pathway-multiple entry/exit

5. Pathway Bridge Systems help all students achieve success in College, Career and Community

- Immigrants participating in American society - school engagement, family literacy, etc.
- Special populations with multiple barriers: Homeless, Judicially involved, Veterans

Consortium Vision

Adults in the Delta Sierra Adult Education Alliance (DSAEA) region, no matter which school or partner organization they access, have the opportunity to increase skills and transition to a program providing a post-secondary credential leading to a job with living wages.

Consortium Mission

The Delta Sierra Adult Education Alliance accelerates the progress of adult learners by collaborating with our partners to provide pathways and bridges leading to learners' success in college, career and community.

Three Year Plan Strategies

Address Educational Needs

- Adult Pathway Mapping and Design
- Innovation and Effectiveness: ABE/ASE and Short-Term CTE
- Digital Inclusion

Improve Integration of Services & Transitions

- Strategic CBO Partnerships and Participant Recruiting
- Logistics, Industrial Maintenance and Manufacturing Pathway Bridge
- Allied Health Pathway Bridge
- English Learner Advancement
- DARTE Learning Community
- Career Development, Integrated Transition and Support Services

Effectiveness of Services

- Student Data and Accountability
- Consortium Management and Learning

DSAEA Pathway Bridge Framework: System Change Road Map

The alignment and sequence of strategies is depicted in the [Pathway Bridge Framework Graphic](#).

Highlights of the graphic include:

- Our strategic community partners that will provide early screening and recruitment of resourced and motivated CAEP participants from priority populations such as English Language Learners, CalWORKS participants, job seekers, judicially involved people, and others.
- Career Development programming aligned to the regional economy offered at program outset and embedded across program areas
- Curriculum aligned to Delta College
- Dual Enrollment opportunities
- Pathway bridge onramps to Delta College (Allied Health, Logistics, Industrial Maintenance and Manufacturing, English Learner Advancement) with coordination staffing
- Clear connections to a next step at multiple destinations- Delta College, Employment, Community Contributions including Immigrant Integration

Assessment

Overview and Preparation *

Overall Approach

The overall assessment approach was to engage members about their local needs and synthesize these needs with the Steering Committee to inform the development of the regional plan. The assessment is also informed by broad stakeholder engagement across member agencies and partners. The assessment used partner and practitioner input and assessment of US Census and TopsPro Enterprise data to identify needs and develop responsive strategies that can be implemented at the member and consortium level.

Process

The assessment process began in Spring, 2021 and was organized by the Strategic Planning and Capacity Building (SPCB) Team and the Steering Committee. To generate input and build awareness and support for the three-year plan each member agency established a Data and Planning Team (DPT). These teams included administrators, teachers, counselors and paraprofessionals. The DPTs held up to three planning sessions each between May and October, 2021. The discussions centered on identifying community needs and then discussing related opportunities, challenges, potential partners and related information sources to address these needs.

The findings from these sessions during the Spring and Fall of 2021 were distilled into a set of planning directions that were reviewed and discussed by the Steering Committee during the Winter and Spring of 2022. These planning directions informed the strategies and activities described in this plan. During the Spring of 2022 the Steering Committee conducted a series of strategic planning discussions to validate the Case for Change, Consortium Vision, Mission and Strategies that are the basis of this three-year plan.

Data Sources / Contribution to the Assessment

The consortium incorporated multiple data sources into the overall assessment that are described below:

- U.S. Census data on needs (Educational attainment, employment status, language, poverty)
- A specialized U.S. Census data set compiled by the Migration Policy Institute (MPI) detailing the characteristics of foreign-born individuals. Unique data points related to digital access, skills underutilization, job skill level, covid related industries
- Member program participation and outcomes data (Participation, Performance and Persistence rates)
- Qualitative data on community needs and related opportunities, challenges and potential partners collected during the DPT process from adult ed staff including - principals, teachers, counselors, office staff as well as a team from Delta College.
- Member input on local goals and initiative and local planning and improvement processes
- Qualitative input from partners such as WorkNet, El Concilio and Ready to Work regarding participant needs
- Related regional economic and workforce development plans
- Regional employer input on skills needs - Local employers Superstore Industries and Ecologic/Jabil are participating employers in the Logistics, Industrial Maintenance and Manufacturing (LIMM) Pathway bridge development effort
- San Joaquin Delta College - Adult Education Pathway Analysis completed by WestEd to support the Logistics, Industrial Maintenance and Manufacturing Pathway bridge includes data on promising occupations, related skill needs and wage data and a conceptual bridge model

Regional Alignment and Priorities *

WIOA - San Joaquin County WorkNet

DSAEA is highly aligned with the Local and Regional WIOA plans and has a longstanding partnership with San Joaquin County WorkNet, the AJCC and Workforce Development Board. The consortium co-founded HealthForce Partners, a health sector partnership with SJ County WorkNet and Delta College, implementing a core WIOA strategy. The three organizations serve on HealthForce Partners' leadership board and project teams.

DSAEA and WorkNet have also collaborated on the State WDB EL Pathway to Careers, including streamlining intake and referral and using the “Integrated Resource Team” approach described in the State WDB’s report on the EL Navigator grant. In the Warehousing/Logistics field, DSAEA received a grant from Prologis to deploy its Warehousing and Logistics online program, and SJ County WorkNet received the follow-on grant for job placement. Finally, SJ County WorkNet is a core partner in establishing an adult bridge for the integrated fields of Logistic, Industrial Maintenance and Manufacturing in conjunction with Delta College.

WorkNet attends the DSAEA Steering Committee and participates in a monthly coordination call with leadership from both organizations. Also, SJ County WorkNet has staff co-located at Manteca Education and Training Center (Manteca Adult School) and a collaborative relationship with Stockton School for Adults, Tracy Adult School and Lodi Adult School. SJ County WorkNet staff have also participated in professional development on Human Centered Design and Career Pathway Bridges hosted by DSAEA.

CalWORKS - El Concilio

The consortium is also aligned with CalWORKS. Members are part of the MOU and collaborate on data regarding CalWORKS participants attending adult schools. El Concilio, a CBO providing CalWORKS case management, is also a core partner in establishing DSAEA’s Logistic, Industrial Maintenance and Manufacturing bridge program. El Concilio and the San Joaquin County CalWORKS employment and training center have made policy adjustments to ensure smooth transitions of their participants into the bridge program. Consortium staff and El Concilio staff have conducted partnering sessions, and El Concilio staff serve on DSAEA project teams.

AB 109 - Ready to Work

DSAEA serves people with judicial involvement in its programs, and is in a new partnership with Ready To Work, which provides services under AB 109. Ready To Work is a key community partner for our Logistics, Industrial Maintenance, and Manufacturing bridge pilot program. Its CEO serves on the project leadership team. Ready To Work participants are either AB 109 re-entrants, homeless, or both. Ready To Work participants have enrolled in the Logistics, Warehousing and OSHA bootcamp at Manteca Education and Training Center (Manteca Adult School).

Strong Workforce Program - Delta College

The consortium has a long history of collaboration with the Strong Workforce Program at Delta College. In 2017-18, the Delta College SWP and DSAEA braided funding to launch planning for the Health Sector Initiative. This has leveraged over \$1 million in private funding and established collaborative allied health projects for CNA with local providers, Medical Assisting with the Community Medical Centers, behavioral health with the County and other providers, and the highly innovative and successful program to train incumbent hospital staff to become Registered Nurses, which is the key occupational gap for the Health Industry in the county.

Labor Market Analyses - University of the Pacific, Center for Business and Policy Research

DSAEA has collaborated with the University of the Pacific’s Center for Business and Policy Research. The Center’s Executive Director has participated in planning for our Logistics, Industrial Maintenance, and Manufacturing pathway bridge, sharing findings on industry needs and skills gaps. The Center also provided a brief Burning Glass analysis of job openings, and has provided ongoing consultation.

Evaluate the Educational Needs of Adults in the Region *

Based on a comparison of regional demographics and DSAEA program participation demographics from 2019-20 the program participant demographics are generally comparable with regional demographics. The noted variations align with the CAEP Program mission to serve English Language Learners and adults in the workforce.

Key Findings

- Hispanics represent 61% of DSAEA CAEP participants while only comprising 41% of the region’s population. The difference is predominantly accounted for by the lower participation rates of white students in the DSAEA relative to the regional population.
- 85% of DSAEA students are in the broad age range of working adults, 18-54, while this grouping accounts for only 67% of the regional population.

- Males are under-represented in the DSAEA - accounting for only 37% of the student population while representing 50% of the regional population.

19-20 DSAEA Program Participation Demographics

- Total students served - 5,739
- 4,251 of 5,739 or 74% of adults served had 12+ contact hours. Participation rates by program area are listed below:
 - ESL 59%
 - ABE 21%
 - ASE 29%
 - CTE 18%
- Race/Ethnicity
 - Hispanic 61%
 - Asian 16%
 - White 11%
 - Black 6%
 - Other 6%
- Age Group
 - 19-24 20%
 - 25-54 65%
 - 55-59 5%
 - 60+ 5%
- Gender
 - Female 63%
 - Male 37%

Regional Community Demographics (2020 Census Data - CAEP Fact Sheet)

- Race/Ethnicity
 - Hispanic - 41%
 - White - 31%
 - Asian - 15%
 - Black - 7%
 - Other - 6%
- Age Group
 - 18-24 - 13%
 - 25-54 - 54%
 - 55-64 - 15%
 - 65+ - 17%
- Gender
 - Female - 50%
 - Male - 50%

Community Need

The CAEP Fact sheet for DSAEA includes the following need indicators for the overall service population of 604,331:

- Adults with Disabilities (17%)

- Foreign-Born (30%)
- Limited English Proficiency (12%)
- Near Poverty or Less (20%)
- No High School Diploma (19%)
- Unemployed (5%)
- Disconnected Youth (1%).

Each of the seven Data and Planning Team provided input on local community needs that adult education can address during the planning process. The following list presents a compilation of broad needs and populations in rank order based on the frequency of their mention and quantifies how many DPTs identified them. These needs and populations represent the gaps that the DSAEA will seek to address and support through targeted programs and services including the pathway bridge model during the 3-year planning period:

- Employment Seekers (7)
- Immigrants and English Language Learners (6)
- Digital Access and Inclusion (5)
- Disconnected 18-24 year olds (4)
- Homeless (3)
- Mental health & Increased Educational (2)
- Parent support and training, Foster Youth, Formerly Incarcerated, Proactive Employer Engagement and Transportation/Physical access (1).

Implications for Prioritization of Services and Resources

The educational and economic needs of adults in the region including high poverty, low skill and educational attainment and limited English proficiency highlight the need for accelerated bridges that integrate services, using Integrated Education & Training and contextualization.

- Current program offerings and participation largely match community need with some areas for possible refinement such as increased male participation.
- The DSAEA will continue collaborating with regional planning efforts and organizations that are setting priorities for special populations like English Language Learners, Homeless and Formerly incarcerated.
- The data compiled by the Migration Policy Institute highlights the needs to address digital inclusion, poverty and the condition of underemployment or skills underutilization where residents are working in jobs that do not draw on their skills and credentials.
- A core element of the Pathway Bridge model and key strategy in response to the needs is integrated navigation and transition services across members and partners to support students throughout their educational journey.
- DSAEA's pathway development is coordinated in response to priority sectors identified in the WIOA Regional Plan including Advanced Manufacturing, Transportation and Logistics, Agriculture and Healthcare. The WIOA Regional Plan states that
 - "The healthcare industry is the largest generator of jobs for the region and is expected to continue to grow at a rate of 3.6%. Given the growth and demand in this industry/occupational sector, investment in the region's healthcare career technical education pipeline should remain a priority for the region's workforce development partners." and
 - "The transportation and warehousing industry and related occupations represent a unique opportunity for the region. The growth of this industry and associated occupations have demonstrated high growth (8.3% annually) over the past five years and has a higher-than-average local demand. Many of the occupations in this sector are entry-level, but they do offer decent wages and are opportunities for job seekers entering or reentering the workforce or job seekers that experience barriers to employment."

Contributions by Entities *

DSAEA Members

All DSAEA members participated in multiple teams listed below that provided input and guidance to development of the 3-Year Plan.

- Steering Committee - Consortium decision-making group meetings focused on various planning topics that informed strategy development.
- Strategic Planning and Capacity Building Team - Consortium leadership group provided input and guidance on planning approach and engagement with members and partners throughout the planning process. Moving forward this function will be managed by the Consortium Facilitation Team.
- Member Data and Planning Teams - Teams from each member agency met 3 times during the planning process to identify community needs and discuss related opportunities, challenges and potential partners.
- Member English Learner Advancement Teams - Teams from each member agency met to discuss issues and opportunities specific to English Language Learners.
- Data Development and Planning Group - A cross-member team met monthly since the Spring of 2021 to review student and community need data and provide overall input on the planning process and activities.

Partners

DSAEA partnerships are a source of ongoing input on community and client needs, workforce gaps, and service improvements.

Key Partners include:

- WorkNet
- El Concilio
- Ready to Work
- HealthForce Partners
- Vienna Care Homes
- Pacific Care Homes
- Church-based Homeless services

Partner Roles

- Participate on focus strategy teams - provide information on their clients and the gaps they see
- Participate on Steering Committee
- Logistics, Industrial Maintenance and Manufacturing Pathway Bridge project - El Concilio and Ready to Work are key partners and integral to the Participant Engagement and Navigation Team

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Calaveras Co. Office of Education	Member Representative	0	17	0	0	0	0	0	0	0
*Lincoln Unified	Member Representative	0	0	0	0	0	0	0	0	0
*Lodi Unified	Member Representative	98	199	286	0	19	0	127	54	0
*Manteca Unified	Member Representative	165	147	494	0	0	0	195	0	0
*River Delta Joint Unified	Member Representative	0	0	9	0	0	0	0	0	0
*San Joaquin Co. Office of Education	Member Representative	0	0	0	0	0	0	21	0	0
*San Joaquin Delta CCD	Member Representative	0	0	0	0	0	0	0	0	0
*Stockton Unified	Member Representative	562	736	1,244	0	0	0	319	31	0
*Tracy Joint Unified	Member Representative	69	160	465	0	0	0	0	0	0
Total Participants		894	1259	2498	0	19	0	662	85	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
San Joaquin County Worknet	Workforce Development Board	×	×	✓	×	×	×	✓	✓	×
El Concilio Council for the Spanish Speaking	Community Organization	×	×	✓	×	×	×	×	×	×
Catholic Charities	Community Organization	×	×	✓	×	×	×	×	×	×
California Human Development	Community Organization	✓	✓	✓	×	×	×	✓	✓	×
Human Services Agency of San Joaquin County	Other	✓	✓	✓	×	×	×	✓	✓	×
San Joaquin County Probation Department	Community Organization	×	✓	×	×	×	×	×	✓	×
Family Resource and Referral	Community Organization	×	×	×	×	×	✓	×	×	×
Community Partnership for Families of San Joaquin	Community Organization	✓	✓	✓	×	×	✓	×	×	×
Asian Pacific Self-Development and Residential Association (APSARA)	Community Organization	×	×	×	×	×	✓	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Sacramento State High School Equivalency (HEP) Program	Other	✓	✓	×	×	×	×	×	×	×
Lodi Public Library	Other	✓	✓	×	×	×	✓	×	×	×
Stockton-San Joaquin County Public Library	Other	✓	✓	×	×	×	✓	×	×	×
San Joaquin Immigrant Integration Collaborative	Community Organization	×	×	×	×	×	✓	×	×	×
Housing Authority of San Joaquin County	Other	✓	✓	×	×	×	✓	×	×	×
UNeed2	Community Organization	×	×	×	×	×	×	✓	✓	×
The Salvation Army	Community Organization	×	×	×	×	×	×	✓	✓	×
Los Rios CCD	Other	×	×	×	×	×	×	✓	×	×
Rio Vista Lions Club	Community Organization	×	×	×	×	×	✓	×	×	×
Diablo Valley College	Other	×	×	✓	×	×	×	✓	×	×
San Joaquin Building and Construction Trades Council	Industry	×	×	×	×	×	×	✓	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Sierra Pacific Industries	Industry	x	x	x	x	x	x	✓	✓	x
Avalon Health Care	Industry	x	x	x	x	x	x	✓	x	x
Big Brothers-Big Sisters of San Joaquin County	Community Organization	x	x	x	x	x	✓	x	x	x
Tracy Interfaith Ministries	Community Organization	x	x	x	x	x	✓	x	x	x
CSU Stanislaus	Other	x	✓	x	x	x	x	✓	x	x
University of the Pacific	Other	✓	✓	x	x	x	✓	x	x	x
Community Medical Centers	Community Organization	x	x	x	x	x	x	✓	✓	x
Columbia College	Other	x	x	✓	x	x	x	x	x	x
Mother Lode Job Training Calaveras	Other	x	x	x	x	x	x	✓	✓	x
Mother Lode Work Force Development Board	Workforce Development Board	x	x	x	x	x	x	✓	✓	x
Motherlode Employment Opportunity Center	Community Organization	x	x	x	x	x	x	✓	✓	x

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Reinvent South Stockton Coalition (RSSC)	Community Organization	x	x	x	x	x	✓	x	✓	x
Calworks Employment and Training Center	Other	✓	✓	✓	x	x	x	✓	✓	x
Vienna Nursing and Rehabilitation Center	Business	x	x	x	x	x	x	✓	✓	x

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Refer to the table above for the types of services provided by each member and partner agency.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Long Term Unemployed (AE 309 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

- ✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

- ✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

- ✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	5,739	3,585		6,435	6,499	6,564
Student Barriers	English Language Learner (AE 305 - Overall)	3,194	1,464		3,299	3,332	3,365
Student Barriers	Low Literacy (AE 311 - Overall)	4,847	3,133		5,422	5,476	5,531
Student Barriers	Low Income (AE 310 - Overall)	1,661	1,191		1,834	1,853	1,871
Student Barriers	Long Term Unemployed (AE 309 - Overall)	1,516	968		2,126	2,147	2,169

Member Level Metric Targets

* Mandatory for all members

Calaveras Co. Office of Education (Reported by Calaveras County Office of Ed - AEBG Stanislaus Mother Lode)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	24	28		32	33	34
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		13		19	20	21
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Lincoln Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				71	72	73
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				17	18	19
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Lodi Unified (Reported by Lodi Unified School District (LodiUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	652	333		626	632	639
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	21			63	64	65
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	97	13		120	121	123
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	53	25		54	5	56
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	13			14	15	16
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	50			51	52	53

Manteca Unified (Reported by Manteca Unified School District (MUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	776	393		719	726	734
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	80			81	82	83
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	209	104		211	213	215
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	13	22		33	34	35
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				12	13	14
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	27			34	35	36

River Delta Joint Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				25	26	27
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				5	6	7
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

San Joaquin Co. Office of Education (Reported by San Joaquin County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	21			25	25	25
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

San Joaquin Delta CCD (Reported by San Joaquin Delta District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Stockton Unified (Reported by Stockton School For Adults)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,150	1,406		2,612	2,638	2,644
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	200			222	224	227
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	682	191		946	956	965
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	80	81		113	114	115
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	60			90	91	92
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	118			221	223	226

Tracy Joint Unified (Reported by Tracy Unified School District (TUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	633	390		639	646	652
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	26			27	28	29
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	118	44		166	167	169
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	38	37		38	39	40
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	22			26	27	28
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	35			25	27	28

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Calaveras Co. Office of Education	100%	46%	0%	85%	85%	85%
Lincoln Unified	0%	100%	95%	85%	85%	85%
Lodi Unified	100%	100%	57%	85%	85%	85%
Manteca Unified	100%	100%	25%	85%	85%	85%
River Delta Joint Unified	100%	65%	0%	85%	85%	85%
San Joaquin Co. Office of Education	100%	12%	0%	85%	85%	85%
San Joaquin Delta CCD	100%	67%	0%	85%	85%	85%
Stockton Unified	100%	100%	68%	85%	85%	85%
Tracy Joint Unified	100%	100%	7%	85%	85%	85%

Objectives

Address Educational Needs

Description of Objective *

Adult Pathway Mapping and Design

In order to provide coordinated and responsive educational opportunities to the dynamic needs of Industry and employers in the North San Joaquin Valley the DSAEA will conduct ongoing adult pathway mapping and design. The goal of this effort is to create a high quality workforce and provide economic opportunity to area residents. DSAEA members will convene faculty and employers to develop responsive curriculum and coordinated pathway programs

Outcomes of the process include

- Labor Market Analysis describing the future regional occupations for priority sectors validated by an employer panel
- Career Pathway Map showing progression of certificates, jobs and wages, and associated educational programs
- Faculty / Employer Process to review the data and design integrated career pathways across priority sectors from adult schools to Delta College and to 4-years
- Updated Programs, Pathways and Certificates reflecting current and future needs

Innovation and Effectiveness: ABE/ASE and Short-Term CTE

The DSAEA will support ongoing educational innovation and effectiveness across the ABE, ASE and CTE program areas by convening and engaging teams of teachers to explore best practices and provide professional development. Potential innovative best practices to be explored include:

- Integrated Education and Training
- Dual Enrollment
- Contextualized Teaching and Learning
- Contextualized HSE
- Curriculum Alignment
- Infusion of Career Development in all educational levels
- Peer Support / Cohorts
- Individualized / Differentiated instruction
- Work-Based Learning
- Digital Inclusion & Hybrid approaches

Digital Inclusion

The DSAEA will support access to education, community assets and careers by promoting digital literacy, access to technology, and connectivity to broadband internet services. The strategy of digital inclusion will ensure there is a continued focus on providing adult learners with the skills and tools they need to succeed in school, the workplace and their community. While in-person instruction has returned and is the preferred modality for adult education digital literacy remains a required skill for the workplace and community life in general - life during and after the covid-19 pandemic has highlighted this reality. Furthermore - many of the students DSEA serve are lacking digital literacy and access. Areas of focus include:

- Access- Addressing inequities in access to technology and connectivity
- Training - Providing targeted digital skills development training
- Professional Development- Research and implement best practices through professional development

This strategy will develop Digital Resilience in students which the Digital US Coalition defines as “having the awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands. Digital resilience improves capacity to problem-solve and upskill, navigate digital transformations, and be active participants in society and the economy.”

With increased digital skills and digital resilience students will be able to:

- Apply for jobs online
- Use basic operations software at work
- Use technology for continuous learning
- Work online
- Access health, financial, government or other services online
- Monitor water or electricity use online
- Participate in children’s schools’ communications systems
- Engage with civic issues online
- Access resources to be an informed citizen

The DSAEA will identify and review best practices for local implementation that are effective and flexible. Digital literacy skills need to be

- Integrated & Applied Immediately
- Relevant and Current
- Designed & Defined for Use in Multiple Contexts
- Forward Looking

Improve Integration of Services & Transitions

Description of Objective *

Strategic Partnerships and Participant Recruiting

DSAEA will develop Strategic Partnerships with community organizations and public partners to recruit students who are ready - and resourced - to participate in our Bridge programs. Key partner roles:

- Prescreen participants and build their motivations and expectations
- Connect students to resources to help them succeed in intensive bridge programs - child care, transportation, income-supports, etc., to support persistence and completion
- Coordinate case management and transition advising with DSAEA
- Provide career development programming aligned to DSAEA Bridges
- Help to elevate community expectations of Adult Education to see DSAEA schools as on-ramps to good jobs

Logistics, Industrial Maintenance and Manufacturing Pathway Bridge

The DSAEA will continue to collaborate with industry and community groups to design a bridge for Logistics/Industrial Maintenance/Manufacturing pathways using dual enrollment, work-based learning, career development, and contextualized math and English. The Logistics, Industrial Maintenance and Manufacturing Pathway Bridge program will draw on the learnings and products of the Adult Pathway Mapping and Design team.

Allied Health Pathway Bridge

The DSAEA will continue to collaborate with industry and community groups to design a bridge for the Allied Health pathways using dual enrollment, work-based learning, career development, and contextualized math and English. The Allied Health Pathway Bridge program will draw on the learnings and products of the Adult Pathway Mapping and Design team.

English Learner Advancement

The English Learner Advancement Strategy will convene a team of teachers and administrators to address the unique needs of English language learners, immigrants and refugees through inter-segmental alignment, robust partnerships, contextualization, and immigrant integration. Activities include:

- Identifying implementation options and priorities under the ELA Strategies:
- Offering Delta College ESL 82 the Adult Schools, starting with Stockton School for Adults (in person) and a second adult school (virtual)
- Developing CTE pathways for English Language Learners at Delta College
- Exploring innovative best practice educational options for English Learners

DARTE Learning Community

The Directing Adults on the TrAC for Employment (DARTE) Learning Community leverages SB554 to allow students who are in the process of earning their high school diplomas to dual enroll at an adult school to finish transfer-level math and English college courses at the same time. DARTE is also open to any other returning adult who simply wants to finish a certificate or degree, or transfer to a four-year college. DARTE is a small cohort model designed for the working adult. The Cohort is paired with dedicated counselors, instructors and tutors that work closely with students to help them reach their goals. Participating students are also provided with free laptops and books. The classes in the 14 unit program are staggered and can be completed over the course of two semesters. The program started in the Fall of 2020 with 5 students and has grown to a cohort size of 30 in the Fall of 2021. This program build on a successful system supporting adult school transition. Based on an internal review of Delta College student data tracking prior education an estimated 350 adult school students are transitioning to Delta College on an annual basis and 95 of those achieve an AA/AS or transfer to 4-Year Universities.

Career Development, Integrated Transition and Support Services

1. Career Development Linked to Community and Regional Assets

DSAEA will adapt adult pathway bridge best practices to customize a career development program tailored to adults and the DSAEA Pathway-Bridge system.

2. *Integrated Transition and Support Services*

DSAEA will provide accountability and support to participants through coordinated transition and wraparound support services. Integrated transition and support services place participants at the center of a support network dedicated to their success. DSAEA members have Transition Specialists that provide this type of support at each school site. Members will collaborate with partner agencies on a coordinated case management approach to support participants no matter where they are on their educational journey. The consortium will explore the potential for an Integrated Resource Team to provide these services. The integration of navigation services will connect and coordinate transition specialists, case managers and others in similar roles across organizations and the region. Services may be provided individually or participants may be grouped into a cohort.

Improve Effectiveness of Services

Description of Objective *

Student Data and Accountability

The DSAEA will support continuous improvement and accountability through ongoing review of student performance data and community needs. The Student data and accountability team will support the development of reliable and meaningful data and related processes to showcase consortium progress on the strategies in this plan.

The team will inventory existing tools and data processes members are using to make informed decisions on goals, instruction, and attainable outcomes to create success as well as identify professional development needs to support consistency and quality. This process will support the implementation and ongoing refinement of a data analysis and improvement cycle that principals and staff use regularly to review performance and implement continuous and strategic improvements. Key needs this process can address include:

- Ongoing consistent peer-supported steps for completing key data analyses tasks on priority items
- Reviewing and interpreting agency data -- Identifying the implications and opportunities based on the community needs and program effectiveness data
- A framework and timeline for data review to support planning, continuous improvement and budgeting. The framework will also address roles for teachers, transition staff, and paraprofessionals and staffing for the data analysis role.
- Big picture planning

Data review will be based in part on the Student Journey and related milestones:

- Connecting and Entry
- Progress
- Transitions
- Completions
- Outcomes after Exit

A key outcome of this strategy and the data team is to support meaningful conversations about how the consortium can best serve students. Example discussion questions include:

- Are we serving the appropriate population?
- Are we providing the appropriate services?
- Where are the gaps in service among members?
- Are our goals and targets tangible?
- Do they fit our consortium's big picture?
- What will our intermediary indicators be to ensure that we are on track?
- How can we support one another?

Consortium Management and Learning.

The DSAEA will support ongoing management and learning through member participation and leadership.

1. Steering Committee Facilitation
2. Reporting (quarterly, annual plans, etc.)
3. Oversight of 3YP implementation
4. Delta Strategy Coordination and Implementation
5. Community Needs Assessment

Key roles are described below:

Consortium Facilitation Team

The consortium facilitation team comprises the Adult Education Co-Chair, the Community College Co-Chair and the Regional Fund Holder. The team develops and implements collaborative processes for the Consortium. The facilitation team supports the consortium and is not a decision-making group. The team provides overall direction to consortium operations and compliance including overall support and guidance for implementing the concepts in the 3-year plan, steering committee facilitation, data and fiscal reporting, CFAD, Annual Plan submittal, budgeting etc. Representation on the consortium facilitation team rotates annually on the fiscal year calendar.

To address the educational needs of the service area, DSAEA will conduct an annual community needs assessment. The needs assessment will include outreach and engagement with the public and with partner agencies as well a review of demographic data compiled in the CAEP Fact Sheets and other local and regional agency needs assessment documents.

The community needs assessment process helps confirm existing offerings are relevant and informs that design of new programs and services as needed.

Strategy Leads

DSAEA leaders plan activities and provide leadership for the strategies identified in this plan. Each strategy has a “Lead” providing overall leadership and project management and a “Co-Lead” in a support role. In consultation with the Steering Committee the leads will develop a strategy work plan. The Leads and Co-Leads will implement the strategy work plan with teachers, counselors, transition staff, partners, etc. Their primary role is to plan, organize and facilitate strategy implementation work and document results.

Activities & Outcomes

Activity Name *

Adult Pathway Mapping and Design

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

1. Review of Labor Market Information
2. Employer Input
3. Career Pathway Design

Short-Term Outcomes (12 Months) *

Labor Market Assessment

Identify stable/high growth occupations with middle/high wages as targets for career pathways including adult bridges

(Funding: CCC, CAEP, WIOA, CERF)

Teacher/Faculty Design Process

Facilitate faculty engagement with Labor Market Assessment (development; interpretation) and design curriculum update framework to inform career pathways.

Intermediate Outcomes (1-3 Years) *

Adult Pathway Bridge Pilots

Test bridge aimed at Delta College certificate with industry support using best practices (IET, contextualized Math/English, dual enrollment, WBL, embedded career development and transition services, and wraparound support). See Logistics/Manufacturing and Allied Health Bridges below.

Long-Term Outcomes (3-5 Years) *

- Ongoing sustainable system and approach to Adult Pathway Mapping and Design

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Danell Hepworth
Lance Morrow

Activity Name *

Innovation and Effectiveness: ABE, ASE and CTE

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

1. Best Practices Review
2. Organizational structure: Ongoing Planning with defined Teams
3. Identify and provide needed Professional Development

Short-Term Outcomes (12 Months) *

- List of best practices resources (professional development, reports, presentation, conferences)
- Organizational structure for teacher engagement (ABE/ASE, short-term CTE)
- Alignment between adult school and Delta College programs through teacher/faculty collaboration

- Faculty and steering committee input on a consortium-wide schedule of professional learning and planning activities

Intermediate Outcomes (1-3 Years) *

- Ongoing implementation of teacher engagement
- Implementation of 2-3 focus areas for professional learning

Long-Term Outcomes (3-5 Years) *

- Ongoing sustainable system and approach to instructional innovation and effectiveness

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Tony Damele

Activity Name *

Digital Inclusion

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The DSAEA will support access to education, community assets and careers by promoting digital literacy, access to technology, and connectivity to broadband internet services through the following activities:

1. Inventory of Existing Best Practices
2. Implement tools, techniques and instruction methods
3. Refine and Institutionalize Approach Based on Feedback

Short-Term Outcomes (12 Months) *

Planning Year

- Inventory of existing digital inclusion methods
- Review of best practices for digital inclusion for adult students
- Identification of community partners working on Digital Inclusion topics for coordination and resource leveraging

Initial Implementation

- Continue to provide hybrid and online class offerings to meet student demand
- Conduct early digital inclusion assessment and provide support as needed

Standing Digital Inclusion Team

Intermediate Outcomes (1-3 Years) *

- Increased Student Digital Resilience
 - Digital literacy
 - Digital access

- Refined Implementation

Long-Term Outcomes (3-5 Years) *

- Improved student educational and economic outcomes
- Ongoing sustainable system and approach to digital inclusion

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Brian Wright
Mark Troutner

Activity Name *

Strategic CBO Partnerships and CBO Recruiting

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

To support the development of strategic partnerships and participant recruiting DSAEA members will build and maintain active partnerships with community organizations and public agencies that coordinate and integrate programs and services (referral, case management, support services). Key areas of collaboration include:

1. Reviewing Partnering Best Practices
2. Developing Planning Tools and Models
3. Developing a database of Contacts

Short-Term Outcomes (12 Months) *

- Bridge Participant Recruiting and Referral Framework for recruiting and preparing participants before they arrive at adult schools
- Braided Funding Model for CalWORKS, WIOA and other funding for Bridge participants (supportive services, advanced payments, etc.)
- Consistent engagement of community and public agency partners in Bridge programs (El Concilio/CalWORKS, WIOA, Ready to Work, California Human Development)
- Partner co-design of career development aligned to DSAEA Bridges

Intermediate Outcomes (1-3 Years) *

- Implementation and refinement of Participant Recruiting Framework for Logistics, Industrial Maintenance and Manufacturing Bridge and Allied Health Bridge
- Implementation and refinement of Braided Funding Model for Logistics, Industrial Maintenance and Manufacturing and Allied Health Bridge

Long-Term Outcomes (3-5 Years) *

- Institutionalization and refinement of Participant Recruiting Framework for Logistics, Industrial Maintenance and Manufacturing Bridge and Allied Health Bridge
- Institutionalization and refinement of Braided Funding Model for Logistics, Industrial Maintenance and Manufacturing and Allied Health Bridge

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Lance Morrow
Tony Damele

Activity Name *

LIMM Pathway Bridge

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

To address the educational needs of the service area, DSAEA will continue to develop a system of pathways and bridges for adults to achieve their goals and succeed in postsecondary education, livable wage careers, and immigrant integration.

- 1. Pathway Bridge Pilot Implementation
- 2. Full Pathway Bridge Development
- 3. Bridge Refinement Based on Feedback

Short-Term Outcomes (12 Months) *

- Implementation of Logistics, Industrial Maintenance and Manufacturing Bootcamp at Manteca Adult with Delta College participation
- Implementation plan for full Logistics, Industrial Maintenance and Manufacturing bridge
- Consistent engagement of Logistics, Industrial Maintenance and Manufacturing employers to support pathway-bridge design and to provide Work-Based Learning Opportunities

Intermediate Outcomes (1-3 Years) *

Pilot full Logistics, Industrial Maintenance and Manufacturing Bridge Fall 2023 including:

- Delta dual enrollment for credit
- Contextualized Math and English
- Work-based learning
- Embedded navigation and transition support

Long-Term Outcomes (3-5 Years) *

- Refined and scaled bridge programs based on participant, instructor, administrator and employer feedback

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Harrison
Danell Hepworth

Activity Name *

Allied Health Pathway Bridge

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

To address the educational needs of the service area, DSAEA will continue to Collaborate with industry and community groups to design a bridge for the Allied Health pathways using dual enrollment, work-based learning, career development, and contextualized math and English

1. Pathway Bridge Pilot Implementation
2. Full Pathway Bridge Development
3. Bridge Refinement Based on Feedback

Short-Term Outcomes (12 Months) *

- Implementation Plan for Allied Health bridge. Coordinate with CNA program. Build on lessons learned from Logistics/Industrial Maintenance/Manufacturing Bridge pilot
- Consistent engagement of Allied Health employers to support pathway-bridge design and to provide Work-Based Learning Opportunities (in collaboration with HealthForce Partners North San Joaquin Valley). Coordination with related grants: Economic Development Administration, CERF, K16 alignment, etc.

Intermediate Outcomes (1-3 Years) *

Pilot test Allied Health bridge with following elements:

- Delta dual enrollment for credit
- Contextualized Math and English
- Work-based learning
- Embedded navigation and transition support

Long-Term Outcomes (3-5 Years) *

- Refined and scaled bridge programs based on participant, instructor, administrator and employer feedback

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Heather Maloy
Julie Jansen

Activity Name *

English Learner Advancement

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

1. Infuse regionally relevant career development in all levels of ESL
2. Create the Delta-AE Bridge - Build on best practices to develop an English Learner Advancement bridge program of a co-located Delta College ESL 82 writing course at the Adult Schools. (Delta 82 at AS, align prior levels, coordinated transition/co-unseling, etc.)
3. Provide immigrant integration services - e.g., EL Civics, immigration services Co-AAP from Austin, referrals to Delta immigrant services, etc.)
4. Increase English Language Learner to DSAEA programs and services
5. Support Professional Learning Communities

Short-Term Outcomes (12 Months) *

- Implementation Plan for ELA Bridge program: Delivery of Delta College ESL 82 at Stockton School for Adults (in-person) and a second adult school (remotely, in coordination with in-person site)
- Identification of strategies for full ELA Framework

Intermediate Outcomes (1-3 Years) *

- Pilot ESL 82 in-person at one Adult School and virtually at a second Adult School
- Implement priority projects under the ELA Framework

Long-Term Outcomes (3-5 Years) *

- Refined and scaled programs based on participant, instructor and administrator feedback

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Heather Maloy
Jeff Dundas

Activity Name *

DARTE Learning Community

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Maintain a Delta College learning community for transitioning adult school students and provide integrated student supports and instruction including career development.

1. DARTE Recruiting
2. DARTE Transition Services
3. Integrated Resources Team to support DARTE participants

Short-Term Outcomes (12 Months) *

- 1-2 DARTE Cohorts per semester
- DARTE enrollments from all adult schools

Intermediate Outcomes (1-3 Years) *

- Expanded DARTE program offerings and coordination with pathway bridges
- Increased DARTE enrollments
- Refined Implementation
- DSAEA Pathway maps for use and reference by administrators and student support staff

Long-Term Outcomes (3-5 Years) *

- Refined and scaled DARTE program based on participant, instructor and administrator feedback
- Ongoing sustainable system and approach to DARTE

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Heather Maloy

Activity Name *

Career Dev, Integ. Transition and Support Services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

1. Develop DSAEA Career Development Framework and tools: Clarification of personal foundations (values, strengths, interests, skills); exploration of regionally significant careers; individualized plan

2. Provide member and Partner Trainings on career development framework. Support partners in conducting some or all of the career development process while enrolled in partner programs
3. Refine the framework by assessing feedback from students and staff in implementing the tools
4. Professional Development to support Transition Specialists
5. Ongoing peer learning and support through the Transitions Team in tandem and coordination with partner organizations
6. Leveraging of Partner Services

Short-Term Outcomes (12 Months) *

- Consistent Career Development Framework aligned to regional economy and pathway bridges
- Tools and modules
- Approach customized for implementation in the community by partners
- Piloted Integrated Navigation Service approach in tandem with the LImm Pathway Bridge Bootcamp and Pilot project
- Identification of key roles and needs to support ongoing Integrated Navigation Support
- Evaluation of the Integrated Resources Team approach and possible implementation strategies

Intermediate Outcomes (1-3 Years) *

- Trainings and materials for instructional faculty to embed career development in ABE/ESL/HSE
- Training of Partner staff on using the DSAEA Career Development approach onsite before participants arrive at Adult Schools
- Refined Integrated Navigation Service approach based on learnings from the Logistics, Industrial Maintenance and Manufacturing Pathway Bridge Bootcamp and Pilot project
- Established roles and processes for Integrated Navigation Support
- Ongoing Integrated Resources Team

Long-Term Outcomes (3-5 Years) *

- Ongoing refinement of CD to reflect changes in pathway programs
- Institutionalization of DSAEA career development
- Improved student educational and employment outcomes (Transitions and wage gains)
- Increased program enrollments due to success of local students and broader community awareness of DSAEA member programs and opportunities
- Enhanced community partnerships, service alignment and integration

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Heather Maloy
Julie Jansen

Activity Name *

Student Data and Accountability

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

1. Monitor and support member Data Quality
2. Support Continuous Improvement through regular and consistent Data Analysis
3. Compliance - Quarterly Reporting

Short-Term Outcomes (12 Months) *

- DSAEA Steering Committee input and ownership to organization and work plan
- Identify an organizational and planning structure to engage relevant staff at each adult school in the data improvement process (e.g., consortium-wide process leadership team; site representatives; periodic consortium meetings to build a shared understanding of data definitions, etc.)
- Develop a work plan to improve the consistency, quality and use of data for program improvement

Intermediate Outcomes (1-3 Years) *

- Quarterly review of data reports
 - Data system quality-progress on achieving consistent and valid data processes
 - Student data trends and patterns
- Maintain organizational structure and processes to support all members to sustain and implement the 3 Year Plan vision

Long-Term Outcomes (3-5 Years) *

- Ongoing sustainable system and approach to Student Data & Accountability

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brian Wright
Sam Strube

Activity Name *

Consortium Management and Learning

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

1. Steering Committee Facilitation
2. Reporting (quarterly, annual plans, etc.)
3. Oversight of 3YP implementation
4. Delta Strategy Coordination and Implementation
5. Community Needs Assessment

Short-Term Outcomes (12 Months) *

- Steering Committee Facilitation
- Consistent member participation at Steering Committee meetings
- On-time submission of all CAEP reports
- Periodic Steering Committee assessment of 3YP
- Regular coordination meetings of Delta College administrators with DSAEA implementation roles
- Public/Community Engagement Workshop
 - Adult Ed Needs
 - Trends and Opportunities
 - Assets: programs, grants, current collaborations
 - Potential Changes-program improvements, new programs)

Intermediate Outcomes (1-3 Years) *

- Strategic assessment and review of Consortium Management and Learning processes
- Steering Committee Facilitation
- Consistent member participation at Steering Committee meetings
- On-time submission of all CAEP reports
- Periodic Steering Committee assessment of 3YP
- Regular coordination meetings of Delta College administrators with DSAEA implementation roles
- Public/Community Engagement Workshop

Long-Term Outcomes (3-5 Years) *

- Ongoing sustainable system and approach to Consortium Management and Learning
- Update of 3-Year Plan

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Heather Maloy
Jeff Dundas
Julie Jansen

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<u>Calaveras Co. Office of Education</u>	\$48,552	Certified
<u>Lincoln Unified</u>	\$134,381	Certified
<u>Lodi Unified</u>	\$1,832,630	Certified
<u>Manteca Unified</u>	\$1,220,359	Certified
<u>River Delta Joint Unified</u>	\$78,513	Certified
<u>San Joaquin Co. Office of Education</u>	\$599,278	Certified
<u>San Joaquin Delta CCD</u>	\$0	Certified
<u>Stockton Unified</u>	\$4,861,551	Certified
<u>Tracy Joint Unified</u>	\$973,771	Certified
Totals	\$9,749,035	9/9 Certified

Funds Evaluation *

The DSAEA Steering Committee determines allocations in the Spring of each year in accordance with the Three-Year Plan approved by the DSAEA members. Adjustments will be made as needed to reflect consortium and member

initiatives and programs. Members self-report additional fund sources and leveraging opportunities are identified and explored through ongoing program planning discussions. Current pathway bridge development efforts are highly aligned with other funding sources and policies including Strong Workforce, Guided Pathways, CalWORKSs for supportive services and WIOA Title I for tuition and supportive services. The opportunity to braid and leverage funds is a priority for members and partners. Members will use any carryover funds to meet their agency's responsibilities to deliver programs and services supported by the Three-Year Plan.

Certification

Calaveras Co. Office of Education - Member Representative

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Approved by Jared Hungerford

06/08/2022 11:54 AM PDT

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06/09/2022 03:15 PM PDT

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06/08/2022 12:21 PM PDT

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06/08/2022 12:48 PM PDT

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06/08/2022 12:13 PM PDT

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06/10/2022 08:05 AM PDT

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06/08/2022 11:52 AM PDT

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Brian Wright

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06/08/2022 12:14 PM PDT

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Approved by: Sam Grasse

06/09/2022 09:24 AM PDT



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