

50 Delta Sierra Adult Education Alliance (DSAEA)

Plans & Goals

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.

During the 2022-23 Program Year the Delta Sierra Adult Education Alliance will begin to implement the recently completed 3-Year Plan by organizing into Strategy Coordination Groups and Project Teams designed to address community needs. The primary goal for the upcoming program year is to establish these groups and teams to work on implementing the 3-Year Plan. Member's are committed to this plan and their allocations are accordingly consistent with the plan.

DSAEA 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.

DSAEA 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.

Prior Year Accomplishments

- Completion of member-driven 3-Year Planning Process with a focus on developing supported adult pathways bridges connecting to regionally specific occupations and sectors with family-wage sustaining jobs.
- **Adult Pathways** - Significant progress on development of Logistics, Industrial Maintenance and Industrial Maintenance (LIMM) Pathway, Initiation of planning process to develop Allied Health Pathway Bridge, continued Allied Health program offerings and partnerships at Lodi Adult and Stockton School for Adults, establishment and expansion of the Directing Adults on the TrAC for Employment (DARTE) Learning Community at Delta College leveraging SB 554 to support co-enrollment.
- **Instructional Innovation** - Establishment of the English Learner Advancement (ELAT) Team to develop strategies to support English Language Learners, Return to in-person instruction and establishment of new hybrid offerings.
- **Participant Engagement and Navigation** - Continued development of supported transition processes within adult schools and between adult schools and Delta College, expanded partnerships as part of the LIMM Pathway Bridge.
- **Consortium Management** - Commitment to self-leadership: The consortium agreed to transition from ongoing consultant support for consortium management to a member driven leadership and management structure.

Regional Planning Overview

Since the adoption of the three-year plan in June the Consortium Facilitation Team has developed a member-driven implementation approach. There are four broad Strategy Coordination Groups with individual Project Teams within them as described below. Strategy Coordination Groups are comprised of project team leaders. The teams will develop and implement individual work plans that are reviewed collectively by their SCG. The groups and teams are depicted in this [project organization chart](#).

Adult Pathways Strategy Coordination Group

- Logistics, Industrial Maintenance & Manufacturing (LIMM) Pathway Bridge
- LIMM Pathway Design
- Allied Health Pathway Bridge

- Allied Health Pathway Design
- DARTE Learning Community

Instructional Innovation Strategy Coordination Group

- ABE - ASE Learner Advancement
- English Learner Advancement
- Digital Inclusion
- Student Data and Accountability

Participant Engagement and Navigation Group

- Career Development, Integrated Transition, Support Services and Partnerships

Consortium Management Group

- Consortium Management & Learning

The purpose of the Strategy Coordination Groups is to serve as

- Champions and Advocates: Promote and support the overall strategy
- Thought Partners on Overall Strategy: Work together as a team to support members in our work on the Strategic Projects
- Coordinators: A key role is to share ideas and coordinate across projects
- Resource Leveraging: Identify professional, technical assistance and grant opportunities for the consortium's efforts.

The purpose of the Project Teams is to

- Ensure effective implementation of each Strategic Consortium Project. The Project Teams provide an opportunity for teachers, faculty and support service staff participation

Project Teams are led by Steering Committee member Project Team Leads. The Project Team Lead role is to ensure effective communication, coordination and control. Specific roles include:

- Overall vision, leadership, and running the leadership team for the project
- Maintain the project timeline
- Set agendas
- Facilitate meetings
- Lead implementation of assigned items
- Provide accountability for team members carrying out implementation tasks

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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%).

During the 3-Year planning process members identified the following needs and populations. 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
- Immigrants and English Language Learners
- Digital Access and Inclusion
- Disconnected 18-24 year olds
- Homeless
- Mental health & Increased Educational
- Parent support and training, Foster Youth, Formerly Incarcerated, Pro active Employer Engagement and Transportation/Physical access

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.
- 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.
 - "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."
- A core element of the Pathway Bridge model and key strategy in this plan that these needs highlight is integrated navigation and transition services across members and partners to support students throughout their educational journey.

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

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)
- Qualitative data on community needs and related opportunities, challenges and potential partners collected during the Data and Planning Team 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 and community needs

- Qualitative input from partners such as WorkNet, El Concilio and Ready to Work regarding participant needs and participation
- Related regional economic and workforce development plans
- 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
- 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

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

Measures of effectiveness are still under development and review. A preliminary list of possible measures is listed below:

- Member program participation and outcomes data (Participation, Performance and Persistence rates)
- Partner program participation and outcomes data
- Progress towards targets identified for specific metrics in the Three Year plan
- Input generated during periodic Public/Community Engagement Workshops to assess community needs. Topics to be addressed and considered when assess effectiveness include:
 - Adult Ed Needs
 - Trends and Opportunities
 - Assets: programs, grants, current collaborations
 - Potential Changes-program improvements, new programs)

Address Educational Needs

2022-23 Strategies

Strategy Name

Adult Pathways - LIMM Pathway Bridge

Activity that Applies to this Strategy

LIMM Pathway Bridge

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

- LIMM Training Bridge: Implement LIMM skills bootcamp at Manteca Adult with Delta College participation (Forklift, OSHA, Welding/Fabrication, Electrical/Pneumatics)

- Full L IMM Pathway Bridge Implementation Plan: Build on L IMM training to include contextualized instruction, Delta Dual enrollment and work-based learning
 - Employer Engagement: Ongoing engagement o L IMM employers to support pathway-bridge design and to provide Work-Based Learning Opportunities
 - Full Pathway Bridge Implementation: Implement full bridge in Fall 2023 based on refinements from Bootcamp
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Strategy Name

Adult Pathways - Allied Health Pathway Bridge

Activity that Applies to this Strategy

Allied Health Pathway Bridge

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

- Implementation Plan for Allied Health bridge
 - Consistent engagement of Allied Health employers in bridge design
 - Pilot test Allied Health bridge:
 - Delta dual enrollment for credit
 - Contextualized Math and English
 - Work-based learning
 - Embedded navigation and transition support
 - Refined and scaled bridge programs based on participant, instructor, administrator and employer feedback
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Strategy Name

Adult Pathways - Adult Pathway Mapping and Design

Activity that Applies to this Strategy

Adult Pathway Mapping and Design

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

LIMM

- Coordinate with CERF and other initiatives to leverage resources
- Conduct labor market assessment with employer engagement
- Engage employers to co-design pathways and lattices
- Develop a visual pathway map and a strategic plan for curriculum - existing, modified, or new

Allied Health

- Coordinate with EDA RN training grant and CERF to leverage resources
- Conduct labor market assessment with employer engagement
- Engage employers to co-design pathways and lattices
- Develop a visual pathway map and a strategic plan for curriculum - existing, modified, or new

Strategy Name

Adult Pathways - DARTE Learning Community

Activity that Applies to this Strategy

DARTE Learning Community

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

- 1-2 DARTE Cohorts per semester (Increasing enrollments)
- DARTE enrollments from all adult schools (Recruitment)
- Expanded DARTE program offerings and coordination with pathway bridges
- Integrated Resources Team to support DARTE participants

Strategy Name

Instructional Innovation - ABE and ASE Learner Advancement

Activity that Applies to this Strategy

Innovation and Effectiveness: ABE, ASE and CTE

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Conduct assessment and planning process to address topics such as

- How do you manage ABE?
- Assess how ABE students are identified consortium wide?
- What does your ABE instruction look like?
- What does the future of ASE look like?
- Assess the effects of digital inclusion (students/teachers)

Strategy Name

Instructional Innovation - English Learner Advancement

Activity that Applies to this Strategy

English Learner Advancement

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

- Community Access Expansion
- Digital Inclusion
- Learner Goal and Pathway Development
- Educational Program Innovation
 - Adult Ed-College Collaboration
 - Career and Workforce Development
 - Immigrant Integration
- Collaboration and Coordination Structures

Strategy Name

Instructional Innovation - Digital Inclusion

Activity that Applies to this Strategy

Digital Inclusion

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Conduct assessment and planning process to

- Identify key staff
- Assess stakeholder level of digital literacy and access to technology
- Develop plan to provide targeted support to staff through PD opportunities
- Implement integrated level appropriate Digital Literacy modules to students
- Provide an ongoing system of technical support for all stakeholders

Strategy Name

Instructional Innovation - Student Data and Accountability

Activity that Applies to this Strategy

Student Data and Accountability

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Conduct assessment and planning process to

- Identify key program areas of data analysis
- Collaborate with program area leads to identify pertinent data metrics
- Establish consistent data collections
- Share data review processes used throughout the consortium to improve program effectiveness
- Develop a culture of consortium level data analysis, and program improvement

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Participant Engagement and Navigation

Activity that Applies to this Strategy

Career Dev, Integ. Transition and Support Services

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - 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)

Strategy Description

Conduct an assessment and planning process to

- Evaluate and design a DSAEA Career Development process
- Provide coordinated transition and wraparound support services
- Coordinate community and regional resources
- Provide Professional Development to support Transition Specialists in areas of priority and focus for participant engagement and navigation
- Provide guidance and tools to manage strategic partnerships

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Consortium Management

Activity that Applies to this Strategy

Consortium Management and Learning

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

- 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)

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. Members are committed to implementing the strategies and projects detailed in the plan and their allocations are accordingly consistent with them. This year's annual plan implementation will be guided by strategy coordination groups and project teams to drive implementation. Successful implementation requires coordinated resources and administrators 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 Consortium Facilitation Team provides 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 2022-23.

Members will be advised to spend all carry-over funds from prior years before spending down "new" money (First In First Out). Members will also be advised to develop a sustainable annual budget that does not require the ongoing use of carryover funds or the ongoing accumulation of carryover greater than 15% of their annual allocation. 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 are redistributed to members to support overall program and facility improvements.

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09/15/2022 10:38 AM PDT



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