

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 2023-24 Program Year the Delta Sierra Adult Education Alliance will continue to implement the 2022-2025 3-Year Plan through the work of Strategy Coordination Groups and Project Teams designed to address community needs. The primary goal for the new year will be to build on the momentum and collaboration generated within each team implementing aspects of 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.

22-23 Member Accomplishments and 23-24 Goals

CCOE

'22-'23 Accomplishments

- Restored ESL programming and expanded to 4 sections
- Data analysis protocol embedded in monthly staff meetings
- Advancement of WASC Goals - data analysis, schoolwide learner outcomes, and increased program/outcomes visibility

'23-'24 Goals

- Refinement of ESL program to improve student placement
- Student handbook with learning supports
- Implementation of new curriculum for ASE (edmentum or edgenuity tbd)

Lincoln Adult School

'22-'23 Accomplishments

- Increased percentage of students showing gains
- Strengthen transition services for ESL students
- Streamlined enrollment and data gathering process

'23-'24 Goals

- Increase teaching staff to 1 full FTE
- Increase services to support transition to Delta

Lodi Adult School

'22-'23 Accomplishments

- Direct instruction for math
- PM workforce essentials program
- Expanded testing center offerings
- Initiated Para workshop program
- CNA partnership with Delta College - 180 completers since inception in 2021 (6th cohort)
- WIOA award

'23-'24 Goals

- ESL elementary offerings
- Writing workshop
- Self-paced adult Computer program - Modeled on TBOS from METC

Manteca Education and Training Center

'22-'23 Accomplishments

- Electrical pathway - collaboration with Delta College
- L IMM training program - Delta tours and enrollments, collaboration with WorkNet
- Adding Adult School Liaison role and electrical instructor
- Major equipment purchase to support pathway program

'23-'24 Goals

- Adult transition program collaboration with Delta College -DSPS
- Full L IMM pathway - electricity/welding all coordinated in one place (target of 15 for a cohort of co-enrolled students)
- Add transition staff
- Outreach to exiting HS 18 year olds for pathway programs

Wind River Adult

'22-'23 Accomplishments

- Expanded ESL classes to north end of district
- Paraeducator training class

'23-'24 Goals

- Plan for use of carryover funds
- Adult computer literacy program
- Bring back US Constitution class for citizenship
- CTE adult ed partnership exploration
 - Maybe forklift - partner with K12 CTE ag programs (PM classes for adults)
 - South - animals and welding - look at articulation with Delta
 - North - partnerships with Consumnes River

SJCOE

'22-'23 Accomplishments

- Increased program participation after restructure from 12 week to 1 month certificate modules

'23-'24 Goals

- Increased attendance and participation

San Joaquin Delta College

'22-'23 Accomplishments

- DARTE program
- ESL 82 and department collaboration
- Braided funding - Data analyst, admin 2
- L IMM Pathway support - Resource Specialist
- ESL contextualized pathways

'23-'24 Goals

- Enhanced data processes with admissions and records
- D Media Program Collaboration - work based learning lab for adults
- Structural support for DARTE program and L IMM and Allied Health pathways - staffing, curriculum, etc.

Stockton School for Adults

'22-'23 Accomplishments

- ESL and Math alignment with Delta College
- Increased ESL sections for evening
- Student persistence rates exceed state average in all categories
- Use of hy-flex programming to meet student needs - provide flexibility and options
- Increased number of COAPP completions

23- 24 Year Primary Goals

- Expand ESL offerings at community/elementary school sites
- Relaunch intro to warehouse certificate course (connect with METC and Delta pathway)
- ESL 82 implementation

Tracy Adult School

'22-'23 Accomplishments

- Hired to fill vacancies in ESL
- ESL Cafe implementation - e-handlers food certificate
- Strong enrollment numbers

'23- '24 Year Primary Goals

- WASC Accreditation
- Expand ESL offerings for daytime (Low Beg/High Beg)
- Onboard new counselor and Director's secretary
- Restructure ABE program

Regional Planning Overview

There are four broad Strategy Areas and Project Teams within them as described below. Consortium Facilitation Team (CFT) members provide oversight to each strategy area and help connect the dots across projects. The teams will develop and implement individual work plans that are reviewed by the CFT member overseeing the broader strategy area.

Adult Pathways Strategy

- Logistics, Industrial Maintenance & Manufacturing (L IMM) Pathway Bridge
- Allied Health Pathway Bridge
- DARTE Learning Community

Instructional Innovation Strategy

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

Career Development and Navigation Strategy

- Career Development, Integrated Transition, Support Services and Partnerships

Consortium Management Strategy

- Consortium Management & Learning

CFT members will provide oversight to the overall **Strategy** and serve as

- Champions and Advocates: Promote and support the overall strategy
- Thought Partners on Overall Strategy: 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 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, Proactive 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. Allied Health bridge team

- 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 participant 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

2023-24 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

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below

22-23 Year Accomplishments

- Expanded LImm training program - Delta tours and enrollments, collaboration with WorkNet - Doubled program participation from prior year
- Initial development of Electrical pathway - collaboration with Delta College on integrated curriculum, shared equipment and METC hosting satellite course - Electrical 30 which is the first course in the electrical certificate
- Consistent participation of the Participant Engagement and Navigation Team that includes DSAEA members and partners including WorkNet, El Concilio, Ready to Work and California Human Development
- Ongoing Planning Committee meetings that include employer reps local economic development representatives.
- Initiation of the LImm "Think Tank" - a monthly meeting for project planning and hosting special guests to showcase program and review special topics
- Hosted informational meetings with representatives from MUSD School Board, SJCOE, Cities of Manteca and Lathrop, SJ County Board of Supervisors

23- 24 Year Primary Goals

- Continued development and refinement of L IMM Pathway Bridge and 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. Explore opportunities and implement procedures for students to gain Credit for Prior Learning
- Continued alignment of available public funds to support student participation and success - ETPL listing of programs to cover costs, use of OJT funds for work experience
- Mapping of the opportunity ecosystem - pathway mapping - that depicts short-term and long-term training opportunities and providers including non-credit and credit options
- Employer Engagement: ongoing engagement L IMM employers to support pathway-bridge design and to provide Work-Based Learning Opportunities
- Implement and learn from Delta College electrical 30 course at METC
- Ongoing contextualized curriculum development for English Language Learners
- Program expansion via Stockton School for Adults
- Explore options for referral tracking through use of the UniteUs platform
- Mapping of the opportunity ecosystem - pathway mapping - that depicts short-term and long-term training opportunities and providers including non-credit and credit options
- Ongoing implementation of Integrated Education and Training (IET) best practices and approaches
- Identify structural staffing needs and opportunities (pathway coordination)
- Integrate CANVAS platform into METC L IMM offerings

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

Strategy Description

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below

22-23 Year Accomplishments

- Completed initial round of allied health pathway mapping
- Continued collaboration with HealthForce Partners

- Active Allied Health program options at Stockton School for Adults and Lodi Adult School with strong enrollment and employment placement of program completers

23-24 Year Primary Goals

- Continued development of Implementation Plan for Allied Health bridge to connect Adult School programs to Delta College
- Explore opportunities and implement procedures for students to gain Credit for Prior Learning
- Consistent engagement of Allied Health employers in bridge design
- Continued alignment of available public funds to support student participation and success - ETPL listing of programs to cover costs, use of OJT funds for work experience
- Mapping of the opportunity ecosystem - pathway mapping - that depicts short-term and long-term training opportunities and providers including non-credit and credit options
- Continued collaboration with Delta College to develop contextualized Allied Health curriculum for ELL
- Refined and scaled bridge programs based on participant, instructor, administrator and employer feedback
- Continued collaboration with HealthForce Partners of Northern San Joaquin Valley - including Behavioral Health Workforce Partnership
- Ongoing implementation of Integrated Education and Training (IET) best practices and approaches
- Identify structural staffing needs and opportunities (pathway coordination)

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

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below

22-23 Year Accomplishments

- 10 DARTE students completed AA degree and participated in Delta College graduation event
- Increased SB 554 enrollments - confirmed 92 current DARTE students co-enrolled at Delta College and member adult schools working on HSD/E
- Increased enrollment of undocumented students and provided support services including funding for books and supplies in tandem with Catholic Charities
- Ongoing Delta College Tours and presentations at adult schools
- Expanded program awareness across Delta College and Consortium - showcasing acceleration opportunity and financial benefits of program for HSD/E and ESL students

23- 24 Year Primary Goals

- 1-2 DARTE Cohorts per semester (Increasing enrollments)
- Expanded DARTE enrollments from all adult schools (Recruitment)
- Expanded DARTE program offerings and coordination with pathway bridges
- Tracking and aligning programming and staffing with Delta College Strategic Plan and Student Experience Taskforce
- Collaboration with Delta College Director of Marketing to develop DSAEA-specific recruitment materials for returning adult students

Strategy Name

Instructional Innovation - ABE - 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

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below:

22-23 Year Accomplishments

- Conducted 8 ABE-ASE learner hour online meetings with ABE-ASE Instructors from across the consortium. Sessions promoted broader understanding of respective programs and created a forum for mutual information exchange
- Planned and executed a series of tours at Delta College, Lodi Adult School, Manteca Education and Training Center, Tracy Adult and Stockton School for Adults to promote mutual program awareness and share best practices
- Math Alignment group reviewed entry-level math skill needs at Delta College and compared with exiting adult school math skills. The group created an inventory of entry-level math options at Delta for transitioning adult school students that can support math prep and program referrals based on student interest
- Convened administrator meetings to review implications of AB 1705 and initiate dialogue about programming partnership options with Adult Schools
- Updated consortium program inventory

23- 24 Year Primary Goals

- Continue discussion and planning for outreach to K12 High Schools to showcase adult school as an opportunity to complete high school and transition to Delta College leveraging dual enrollment (SB 554)
- Continue regular meetings of ABE-ASE instructors to explore best practices and approaches for supporting ABE and ASE students
- Continue to explore options to support student learning needs that are in compliance with AB 1705 such as Math jam/ bootcamps hosted at Adult Schools
- Explore options for an Introduction to Delta College/ College success and transition class similar to the planned ESL 82 transition class for ESL students
- Continue to develop Writing support class options

- Host periodic tours and in-person meetings
- Ongoing implementation of Integrated Education and Training (IET) best practices and approaches

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 (credit college) (AE 637 - Overall)

Strategy Description

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below:

22-23 Year Accomplishments

- Convened 6 meetings of ELA Team comprised of adult school and Delta College ESL instructors to share on program developments, instructional trends and student needs
- Advanced plans for SFA to host a Delta College Class, ESL 82, at SFA. Students will be co-enrolled and supported with transition to Delta College after course completion. Initial outreach and registration events have shown very strong interest in this opportunity
- Increased ESL offerings and instructor capacity across the consortium

23- 24 Year Primary Goals

- Continue work on ELA Plan that addresses the following topics:
 - Community Access Expansion - Delta College Mountain House campus, K12 Elementary school sites
 - Digital Inclusion
 - Learner Goal and Pathway Development
 - Educational Program Innovation
 - Adult Ed-College Collaboration
 - Career and Workforce Development
 - Immigrant Integration
 - Collaboration and Coordination Structures
- Explore opportunities for student engagement outside of classroom such as Student Council and or student volunteer groups

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

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below:

23-24 Year Accomplishments

- Conducted three Student Data and Accountability Team meetings to review data processes and outcomes and support information exchange
- Initiated specific data tracking processes for SB 554 students that are dual-enrolled at Adult Schools and Delta College
- Initiated “Fuzzy” data match process to track adult school transitions to Delta College

23- 24 Year Primary Goals

Continue to meet quarterly and ad hoc as needed to:

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

Enhanced data collection and reporting on Adult School Transitions to Delta College and performance of former adult school students at Delta College

- Track student success and outcomes
- Conduct analysis on DARTE student performance versus student performance overall
- Review performance of transitioned students based on program area of study at Adult Schools
- Compile “fuzzy” match data for all adult schools
- Analyze former adult school student performance in Math courses at Delta College to identify options for additional support as needed

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

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below

22-23 Year Accomplishments

- Convened three sessions to review current Digital Inclusion activities
- Conducted student technology survey modeled on WIOA technology survey to better understand student digital access and instruction needs and interests
- Participated in Capital Region Coalition for Digital Inclusion quarterly meetings
- Increased consortium member awareness of the Affordability Connectivity Program (ACP) and how to connect students to this opportunity
- Shared about various texting platforms to communicate with students - reminders, registration, check-ins. Platforms include SignalVine, Remind, Google Phone, ASAP

23- 24 Year Primary Goals

- Continue work on Digital Inclusion Plan that addresses the following topics:
 - Assessing stakeholder level of digital literacy and access to technology
 - Developing a plan to provide targeted support to staff through PD opportunities
 - Implementing integrated level appropriate Digital Literacy modules to students
 - Providing an ongoing system of technical support for all stakeholders
 - Continue to support members finding the right balance of hy/flex, online and in-person offerings
 - Connect and collaborate with other partners in San Joaquin County working on Digital Inclusion topics such as libraries and other Broadband Consortium members
 - Explore potential consortium use of Northstar Digital Literacy
- Focused work with English Language Learners on use of technology: Computer use, email, Computer literacy bootcamp

Improve Integration of Services & Transitions

2023-24 Strategies

Strategy Name

Career Development 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

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below

22-23 Year Accomplishments

Leadership team surveyed schools to learn about current Career Development and Navigation practices and determined that prior DSAEA efforts to promote this idea are working - all members have some kind of programming in the following areas:

During Intake and Orientation Process

- Transition specialists are helping lead this process

Integrated instruction (ABE, ASE or ESL)

- Various online platforms in use all address this topic in some way
- Many topics referenced are the Workforce Preparation element of the IET Model (Workforce Prep, Workforce Training and Basic Skills/ESL)

"Stand-Alone (workshops, classes, online programs)"

- This seems like an area for possible regionally coordinated/oriented workshops - either in-person or online

Student Navigation Support Staff

- Best practice is to have a dedicated person in this role for both ABE/ASE and ESL

23- 24 Year Primary Goals

- Continued meeting of adult school Transition Specialists and Delta College resource specialists in areas of priority and focus for the participant engagement and navigation.
- Compile resources for sharing about program options with students and develop a referral procedure for students interested in programming or pathway options offered at other sites
- Regionally coordinated career development workshops provided in-person and online
- Continued sharing on optimal methods to recruit and retain students - including texting and messaging platforms
- Developing consortium-wide materials and messages to promoting regional programs - all DSAEA offerings and pathways
 - County-wide organization
 - Internal adult school to adult school referral procedures and warm handoffs (i.e. student arrives at Manteca with Allied Health interest and gets referred to Lodi Adult School)
 - Consistent message and branding

- Participate regularly in partner meetings - DSAEA Road show about offerings, CBOs with a mission to serve underserved/underrepresented students including English Language Learners (ELL).
- Community outreach events modeled on successful Delta College events such as Mustangs in the Outfield

Improve Effectiveness of Services

2023-24 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

The Project Team will build on prior year accomplishments and work on the identified activities and goals to achieve the objective as described below

22-23 Year Accomplishments

- Successful implementation of transition to self-leadership with administrator-driven project teams
- Integrated new adult school administrators into overall consortium operations (River Delta, CCOE)
- Return to in-person steering committee meetings enhanced overall collaboration and coordination
- Represented DSAEA as San Joaquin County WorkNet Board Member

23- 24 Year Primary Goals

- Track legislative developments (AB 1491, LAO Report) and how they may impact members and the consortium and provide guidance, direction to consortium
- Develop plans for draw-down of member and consortium carryover below the annual 20% threshold
- Review and update bylaws in consultation with Steering Committee
- Reallocate structural regional fund balance to members to meet community need (rebench)
- Develop structural organizational and staffing models and implementation timeline
- Support integration of new Stockton School for Adults Principal
- Increased leadership role on San Joaquin County WorkNet Board
- Continue to identify additional fund sources to complement CAEP funds i.e. ELL IET grant, High Road Training Partnerships, CERF, WorkNet
- “Connect the dots” across projects to leverage opportunities and resources
- Develop consortium-wide marketing and branding strategies and tools
- Track and participate in related equitable/inclusive local and regional economic development projects that align with DSAEA and CAEP vision (i.e. Community Economic Resilience Fund -CERF project - North Valley Thrive, WorkNet, Edge

Collaborative, SJ partnership, iHub)

- Plan and conduct consortium-wide and or partner convenings
- Compile various teacher staffing strategies to meet teacher need across the consortium
- Continue to improve and optimize overall consortium operations:
 - 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 to address structural DSAEA implementation roles
- Convening and or attending public/community engagement workshops to address 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 2023-24.

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 20% 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.

Certification

Calaveras Co. Office of Education - Member Representative

Karen Vail

Assistant Superintendent Instructional Support Services

kvail@ccoe.k12.ca.us

(209) 736-6030

Claudia Davis

Associate Superintendent, Administrative Services

cdavis@ccoe.k12.ca.us

(209) 736-6026

Jessica Dorris

Director of Curriculum and Instruction

jdorris@ccoe.k12.ca.us

(209) 736-6051

Approved by Jessica Dorris

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Lincoln Unified - Member Representative

Lance Morrow

Coordinator Adult Education

lmorrow@lUSD.net

(209) 888-1055

Approved by Lance Morrow

06/01/2023 09:19 AM PDT

Lodi Unified - Member Representative

Julie Jansen

CTE Director

jjansen@lodiUSD.net

(209) 331-7617

Dao Xiong

Accounting Supervisor

dxiong@lodiUSD.net

(209) 331-7129

Approved by Julie Jansen

06/01/2023 09:10 AM PDT

Manteca Unified - Member Representative

Brad Harrison

Principal

bharrison@musd.net
(209) 858-7330

Approved by Mr. Brad Harrison

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River Delta Joint Unified - Member Representative

Chandra Drury
Secretary
cdrury@rdusd.org
(707) 374-1719

Nancy Vielhauer
nvielhauer@rdusd.org
(707) 374-1729

Approved by Nancy Vielhauer

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San Joaquin Co. Office of Education - Member Representative

Tony Damele
Coordinator
tdamele@sjcoe.net
(209) 468-9068

Brenda Maciel
Account Specialist
bmacielnunez@sjcoe.net
(209) 468-9036

Approved by Tony Damele

06/01/2023 09:08 AM PDT

San Joaquin Delta CCD - Member Representative

Heather Maloy
CAEP Coordinator/Project Director for DSAEA Regional Transitions
hmaloy@deltacollege.edu
(209) 954-5012

Danell Hepworth
Dean, CTE and Workforce Development

danell.hepworth@deltacollege.edu
(209) 954-5079

Lisa Lucchesi

Director of Health Sciences

lisa.lucchesi@deltacollege.edu

(209) 954-5409

Approved by Dr. Heather Maloy

06/01/2023 09:17 AM PDT

Stockton Unified - Member Representative

Jeff Dundas

Principal

jdundas@stocktonusd.net

(209) 933-7455 ext: 1403

Brian Wright

bwright@stocktonusd.net

Approved by Jeff Dundas School For Adults

06/01/2023 09:21 AM PDT

Tracy Joint Unified - Member Representative

Sam Strube

sstrube@tusd.net

(209) 830-3384

Approved by Sam Strube

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