

50 San Joaquin Adult Education Consortium (SJAEC)

CONSORTIUM APPROVED

2024-25

Plans & Goals

Executive Summary

The San Joaquin Adult Education Consortium (SJAEC) supports the educational, community and economic success of adults in San Joaquin County and portions of Calaveras, Solano and Alameda counties. During the 2024-25 Program Year the consortium will continue to implement the 2022-2025 3-Year Plan through the work of 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 as well as developing a new 3-year plan. Member's are committed to this plan and their allocations are accordingly consistent with it.

Consortium Vision Adults in the 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 San Joaquin Adult Education Consortium 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.

Member accomplishments from the 23-24 school year and initial goals for the 24-25 school year are listed below:

CALAVERAS COUNTY OFFICE OF EDUCATION

Accomplishments

- Implementation of Edmentum (High School Diploma program)
- Increased program capacity (additional ESL teacher, attendance at CATESOL, CASAS Summer Institute and consortium convening)
- Progress on WASC Action Plan goals

Goals

- Development of Paraeducator Course and custom-built Edmentum courses
- Preparation for WASC Mid-Cycle Review

LINCOLN ADULT SCHOOL

Accomplishments

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

Preliminary Goals

- increase enrollment
- Strengthen connections to Delta College
- Offer citizenship and digital literacy classes

LODI ADULT SCHOOL

Accomplishments

- Initiated TBOS class
- Piloted ESL writing program and multi-level ESL summer program
- WorkNet case manager on-site weekly

- Recruiting non-graduating Lodi USD HS students
- Piloted Citizenship Prep class

Goals

- Increase enrollment, attendance, and learner persistence
- Add AM Workforce Essentials class
- Developing and implementing Schoolwide Learner Outcome for Adult Education

MANTECA EDUCATION AND TRAINING CENTER

Accomplishments

- Largest Graduating HiSet Class (40)
- Expanded LImm program classes
- Began WIOA 243 Development and completed 5 total COAPPS
- Added Auto Paint and Prep, CTE computer teacher and Summer Forklift class for exiting Seniors

Goals

- More soft skill inclusion in all classes
- Increase level gains in ESL including more 243 COAPPS
- Overall school focus on student success, and job placement

RIVER DELTA

Accomplishments

- Paraeducator class program expanded to multiple sessions
- Move from Odyssey to Ingenuity - increased student engagement hours
- Approval of Forklift training program

Goals

- Implementing Forklift Program - HS ag mechanics instructor
- Initiate conversational Spanish course
- Bring back the US Constitution class for citizenship
- Adult Computer Literacy program

SAN JOAQUIN COUNTY OFFICE OF EDUCATION

Accomplishments

- Increased course completers with new module certificate system

Goals

- Increase participation through collaboration with other agencies
- Continued focus on course completions
- Have at least twenty-five students complete course work for each 12-week session

DELTA COLLEGE

Accomplishments

- ESL 82 Programs
- Adult School Student Tours
- LImm Program Development
- Streamlining referrals from Adult School to Worknet, CalWorks to METC LImm

- Administrative leadership and consistent consortium engagement

Goals

- Structural integration of SJAEC Consortium Operations and Oversight
- Transitions Activities: Tours
- DARTE Program Expansion
- Tracking potential Delta College students (Adult School students ready for transition) for coordinated support
- Faculty work on innovative programs (Bridge, non-credit, credit for prior learning, etc.)

STOCKTON SCHOOL FOR ADULTS

Accomplishments

- Expanded ESL offerings at community/school sites (5 SUSD Elementary Schools)
- ESL 82 offered in both the fall and spring semesters. Will continue next year
- Successful WASC visit and review

Goals

- Increase the number of evening ESL level transfers and program completions
- Develop a basic computer skills course in English and Spanish
- Equitable distribution of GED student test results

TRACY ADULT SCHOOL

Accomplishments

- Fourth level of ESL is full
- Added a fifth class for wait listed ESL students where they work in Burlington English until space becomes available.
- 45 HSD graduates. This is a record number of graduates for our HSD program!
- Integration of New Counselor, Director's Secretary, and Testing Paras

Goals

- Initial WASC Accreditation
- Hire an additional full time HSD/HSE teacher
- Offer MA course for ELL

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

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

Instructional Innovation

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

Career Development and Navigation

- Career Development, Integrated Transition, Support Services and Partnerships

Consortium Management

- 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 collaboration. 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?

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 assessing effectiveness include:

- Adult Ed Needs
- Trends and Opportunities
- Assets: programs, grants, current collaborations
- Potential Changes-program improvements, new programs

Address Educational Needs

2024-25 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

23-24 Year Accomplishments

- Offering of Delta College courses at METC campus (Electrical 30)
- Updated Delta College Industrial tech certificates for offering in Fall 2025
- Regular successful Delta College LImm tours
- Increased public awareness - presented at CAEP Summit, Secured funding from SJC Board of Supervisors for shuttle van to support student tours.
- Participation in Stanislaus County Manufacturing Workforce Strategic Plan
- 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.

24- 25 Year Primary Goals

- Continued Participant Engagement and Navigation (PEN) team meetings convened by METC and WorkNet staff to address needs of LImm Pathway Participants and other students

- Continued Bridge Curriculum Team meetings to support instructional integration and collaboration across providers. Options for development include:
 - Delta Intro to Logistics at METC
 - Credit for Prior Learning
 - Non-Credit Certificates
 - HVAC - Spanish Instruction
 - Industrial Tech Pre-Apprenticeship
 - Auto Pathway
 - (Dual Enrollment- DuE)
- Increased participants in RERP program in collaboration with SJ WorkNet
- Expand awareness of non-credit program options and development at Delta College
- Employer engagement in coordination with SJ EDA, SJ Partnership, WorkNet and others
- 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 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 and or integration with related K12 CTE programs across consortium members

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

23-24 Year Accomplishments

- Continued collaboration with HealthForce Partners
- Development of ELL Allied Health WorkPlan for Round 1 and 2. Receipt of fund for Round 1 and initial project development
- Initiation of regional dialogue with Stanislaus county consortium
- 35 completers at SFA program in-home care program, 17 were offered employment (IET Partnership with Pacific Home Care)
- 22 completers of Lodi MA program

24- 25 Year Primary Goals

- Program expansion at Tracy Adult School - hiring MA Instructor. MA Class can be the initial offering in a potential future pathway sequence
- Roll out of ELL Allied Health pathway funded programming including MA offerings at Lodi and Tracy Adult, In-Home Caregiving at Stockton, Navigator staffing role and non-credit development at Delta College
- Develop non-credit allied health options at Delta College
 - HS 70 - CNA
 - HS 71 - HHA
 - HS 36 - Med Term
 - HS 39 - Health Careers
- Continued collaboration with HealthForce partners - tracking We Will K16 funding opportunities
 - Staffing - ELL Allied Health Navigator - collaboration with hfp funded staffing
- Ongoing implementation of Integrated Education and Training (IET) best practices and approaches

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

23-24 Year Accomplishments

- Since 2020, 214 adult school students have co-enrolled at Delta College (SB554) and the DARTE Program
- The program has served a total of 678 students
- Internal analysis of DARTE student success and persistence indicates that DARTE program participants are outperforming the general student population at Delta College and that former adult school students that started receiving Delta College services while at Adult Schools are outperforming returning adults in the DARTE program who did not start at the Adult School.

24-25 Year Primary Goals

- The following activities DARTE will be incorporated into the 24-25 plan to support adult school transitions into college and career possibilities: (1) Field Trip Fridays to Career Opportunities, Industry and Delta, (2) Twice a monthly DARTE 101 Orientations, (3) Application Workshops on site at Adult School, (4) and CTE Career Exploration Workshops at the Adult

Schools. Our goal is to continue increasing dual enrollment opportunities for our students to have to attend Delta College courses.

- Continued focus on data collection and analysis to understand who DARTE students, their outcomes and progress at Delta College

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

23-24 Year Accomplishments

- Conducted 7 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
- Updated consortium program inventory
- Increased awareness of consortium-wide programs
- Roll out of ESL 82 and ESL Café
- Continued implementation of Hy-flex educational model to meet student needs

24-25 Plans

- Explore options for ongoing tours of Adult Ed sites consortium-wide for all staff
- Targeted PD around writing instruction support
- 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 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

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

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

- Implementation of ESL 82 Bridge Course at Stockton School for Adults
 - 20 completers in Fall - 18 transferred to Delta College
 - 23 completers in Spring - 21 transferred to Delta College
- Increased ESL offerings across the consortium
 - Computer Basics course (Digital Literacy Focus)
 - Help students get more comfortable with basic computer skills, word processing programs, presentation slides, email use, etc.
 - Use textbook programs to merge language and computer skills acquisition at the same time.
 - USA learns, free and easy to use
 - Welcome to computers for ESL students
 - Google classroom, Canvas, Remind, Google Voice and textbook sides (like MyELT) for student online use
- Project based/contextualized ESL learning
 - Ex: Tracy ESL Café & Contextualized ESL R/W Course at Delta
 - Good Resources – Azar grammar books, Kahoot quizzes, Padlet, Bamboozle,
- National Geographic books, Ventures

24- 25 Year Preliminary Goals

- Continued offering of ESL 82 at Stockton School for adults and expansion to Tracy Adult School
- Look at curriculum, writing samples, rubrics, etc. to make sure adult school ESL classes: are preparing students for the transition to Delta ESL
- Continue and expand offerings for ESL students to have tours at Delta College
- Spend more time learning what other sites are using in terms of:
 - Curriculum, online resources, assignments, etc.
- More PD w/ESL teachers at similar levels at various sites to share ideas, best practices,
 - How much technology should we be teaching /using in the ESL classroom?
 - What programs/apps/sites are best?
- 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
- 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

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
- Completed Fuzzy Data Match Process - will repeat bi-annually (At end of first semester and end of full year)
- Developed a Data Integrity Report (DIR) tool to understand who does what and where
- Reviewed the Teacher Portal tool with CASAS for broader consortium-implementation

24-25 Preliminary Goals

- Possible focus on analysis of students that don't complete 12 hours of instruction
- Integrated planning with Transition Specialists, data staff and others to ensure that all transition related data is captured and recorded.

- 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
 - Highlight transitions
 - 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

Improve Integration of Services & Transitions

2024-25 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

23-24 Year Accomplishments

- Completed successful retreats with key staff to develop strategies and workplan for 24-25 school year
- Integration of new staff
- Expanded engagement via Participant Engagement and Navigation group
- Successful LImm tours at Delta College with broad participation from Adult Schools
- ESL 82 Counseling Class
 - High Touch Support
 - Integrated Resource Team

24- 25 Year Preliminary Goals

- Develop Master Calendar
- Systematize Delta Outreach and Events Process
 - Specific person
 - Warm hand off

- Delta Industry Tours
- Friday “Trip” Days for Transition Specialist/Staff and Students
- Transitions Data
 - Where
 - When

- Outreach to other programs/sites for specific programming
- Increase Delta capacity/Tech support
- Counselor collaboration day – how to ensure that Delta College integrates adult education
 - Structural integration with K12 counseling, ELAC, other committees – connect to dual enrollment

- District Push-In Activities
- 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 - SJAEC Road show about offerings

Improve Effectiveness of Services

2024-25 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)

Strategy Description

23-24 Year Accomplishments

- Internal awareness raising with Delta College leadership about the consortium, member activities and potential integration and collaboration (Tours of adult schools, meeting with adult school staff and students, fiscal management and strategic planning)
- Integration of new Delta College leadership in to consortium activities and projects
- Completion of a member-driven “Rebench” of member allocations to - draw down structural balance. Additional funds allocated to Lincolns and Tracy Adult Schools will allow for the hiring of additional full time instructors
- Branding and marketing - hired QAffect to complete logo update, consortium name rebrand and consortium website
- Hosted two consortium-wide convenings
- Funded facility and equipment enhancements at Lodi and Manteca with consortium carryover funds
- Updated consortium bylaws with updated annual member carryover threshold of 10%.
- Increased collaboration and participation with local philanthropy community - Edge Collaborative and Workforce Backbone
- Contributed time and expertise to the development of the GoSJ Website - a new countywide resource showcasing local training opportunities

24- 25 Year Preliminary Goals

- Work with Delta College administration to develop a Delta College/Adult Ed Strategic Plan that addresses CTE, Dual Enrollment, Non-Credit and Staffing to support both SJAEC operations and adult learners
- Website development and roll out of rebrand with all partners
- DSAEA Wide Communication Platform and Materials
 - DSAEA Wide Newsletter for update on programs at each site
 - Make student success visible
 - Student speaker bureau
 - Materials for transition specialists in the field
 - Use of Google Groups to promote ongoing dialogues between staff with similar roles across the consortium
- Ongoing connection and increased collaboration with community partners (Library Literacy, Digital Inclusion, Immigrant Integration, etc.)
- 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 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 2024-25.

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 10% 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

06/12/2024 08:26 AM PDT

Lincoln Unified - Member Representative

Angela Katzakis

Director Instructional Services

akatzakis@lusd.net

(248) 705-6097

Approved by Angela Katzakis

06/11/2024 02:43 PM PDT

Lodi Unified - Member Representative

Julie Jansen

CTE Director

jjansen@lo diusd.net

(209) 331-7617

Dao Xiong

Accounting Supervisor

dxiong@lo diusd.net

(209) 331-7129

Approved by Julie Jansen

06/11/2024 10:43 AM PDT

Manteca Unified - Member Representative

Brad Harrison

Principal

bharrison@musd.net

(209) 858-7330

Larry Machado

lmachado@musd.net

Approved by Mr. Brad Harrison

06/11/2024 10:47 AM PDT

River Delta Joint Unified - Member Representative

Chandra Drury

Secretary

cdrury@rdusd.org

(707) 374-1719

Nancy Vielhauer

nvielhauer@rdusd.org

(707) 374-1729

Jennie Gornto

jgornto@rdusd.org

Approved by Jennie Gornto

06/12/2024 11:26 AM PDT

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

06/11/2024 11:13 AM PDT

San Joaquin Delta CCD - Member Representative

Heather Maloy

CAEP Coordinator/Project Director for DSAEA Regional Transitions

hmaloy@deltacollege.edu

(209) 954-5012

Lisa Lucchesi

Director of Health Sciences

lisa.lucchesi@deltacollege.edu

(209) 954-5409

Approved by Dr. Heather Maloy

06/12/2024 09:27 AM PDT

Stockton Unified - Member Representative

Brian Wright

Principal

bwright@stocktonusd.net

(209) 933-7455 ext: 1403

Approved by Brian Wright

06/11/2024 10:40 AM PDT

Tracy Joint Unified - Member Representative

Sam Strube
sstrube@tusd.net
(209) 830-3384

Approved by Sam Strube

06/12/2024 11:13 AM PDT



California
Community
Colleges



2024 © California Community Colleges
NOVA Site Version: 7.1