

---

# **Delta Sierra Regional Alliance AB 86 Consortium**

## Regional Comprehensive Plan

---

**March 1, 2015**

**Table of Contents**

I. Overview ..... 1

II. Regional Assets, Programs and Needs ..... 4

    Regional Assets and Strengths ..... 4

    Objective 1: Current Levels and Types of Adult Education ..... 7

    Objective 2: Current Needs ..... 19

III. Guiding Framework for Change ..... 26

IV. Strategies and Implementation Approach ..... 33

V. Implementation and Sustainability..... 44

    Ongoing Consortium Role ..... 44

    Plan Update Cycle and Process ..... 44

COE Appendix C Tables ..... 45

ACKNOWLEDGEMENTS..... 60

## **I. Overview**

The Delta Sierra Regional Alliance Regional Comprehensive Plan documents the core concepts and strategies that have been developed collaboratively by the members and partners of the Delta Sierra Regional Alliance for creating a coordinated delivery system for adult education in the San Joaquin Delta Community College District which includes most of San Joaquin County and parts of Solano, Alameda, Sacramento, and Calaveras Counties.

The Delta Sierra Regional Alliance (DSRA) supports the educational and economic success of adult learners in the San Joaquin Delta Community College District. DSRA brings together education, civic and business leaders from Lodi, Manteca, Stockton, Tracy and the broader San Joaquin Delta Community College District service area. Under AB 86, the members of the DSRA are Lincoln Unified School District, Lodi Unified School District, Manteca Unified School District, San Joaquin Delta Community College District, Stockton Unified School District, and Tracy Unified School District.

DSRA's mission is to promote the educational and economic advancement of adult learners through the coordination and alignment of educational and supportive programs and services. Our partnership includes the region's community college, adult schools, County Office of Education, workforce development agencies, social service providers, faith-based communities, labor and employers. Our overall goal is to promote seamless transitions so adult learners can access the widest array of opportunities for educational advancement, employment, and community contributions.

## Report Overview

The purpose of the report is to present planning concepts for a regional comprehensive plan for adult education in the Delta Sierra Regional Alliance consortium's service area.

The concepts presented are based on the following sources:

- **Participant input:** The input and discussions of participants in the consortiums' planning process have informed these concepts. Teachers, faculty, administrators and other staff met in regional meetings and small group sessions to develop the vision and strategies presented here.
- **Promising Practices:** The concepts reflect review of several projects which align adult education and post-secondary education.
- **Planning Group Input and Synthesis:** The planning groups, established at the beginning of this project, have reviewed summaries of participant input and promising practices to synthesize key directions.

## Planning Process and Communication Plan

The Delta Sierra Region has conducted a participatory planning process including the following key milestones. These activities served as the communication plan for the effort:

Meeting Type	Meeting Date(s)	Meeting Purpose	Number of Attendees
Steering Committee	<b>2014</b> April 23 May 14 June 18 July 9 August 20 December 8 <b>2015</b> January 21 January 30 February 20	Provide ongoing input, review and guidance on the AB 86 planning process and ensure robust participation from member agencies and partners.  Solicit and refine input on Objectives 3-7 as defined in the COE.	Varied, between 10-15
PDT, TDT, PAT Meetings	<b>2014</b> September 3 October 22 November 12 <b>2015</b> January 8 January 13 January 14 February 9	Generate Pathways Development, Transitions Development Team and Program Alignment Team Action Plans including strategies and responsible parties.	Varied, between 15-20

Meeting Type	Meeting Date(s)	Meeting Purpose	Number of Attendees
	February 13 February 17		
AWD Special Session	February 10, 2015	Special session with AWD representative to develop plan relevant input and strategies	XXX
Information Session	May 14, 2014	Provide Delta College faculty and adult school staff with an introduction to the AB 86 planning process, solicit initial input and welcome ongoing participation.	35
Focus Groups	June 18, 2014	Solicit input on Objectives 3,4 and 5 as defined in the COE through program area focus group discussion with Delta College faculty and adult school instructors.	45
Partners Meeting	July 9, 2014	Provide community partner organizations with an introduction to the AB 86 planning process and identify opportunities for potential collaboration moving forward. Select partners will be contacted in 2015 to participate in more in-depth discussions about ongoing collaboration.	30
Curriculum Mapping	September 19, 2014	Conduct curriculum mapping with program area faculty and staff to inventory existing offerings and identify areas of overlap and potential alignment	30
Strategy Development	October 1, 2014	Build and refine preliminary strategy concepts with Delta College faculty and adult school instructors based on information generated during earlier phases of the planning process.	40
Draft Plan Review	November 19, 2014	Review draft plan with Delta College faculty and adult school instructors and solicit additional input and detail related to potential "quick wins," partners to engage and issues to consider.	25

### Policy Implications and Needs

This section presents the key state policy implications and requests:

- **Data Integration:** Provide state policy and funding to facilitate and support the sharing of data between the K12-based adult schools and the community colleges including data regarding student transitions, persistence, success and completions (certificates, degrees and transfer to baccalaureate institutions).
- **Articulation:** Build on the model of high school-to-community college articulation to allow adult school teachers and college faculty to conduct course-to-course

articulation to give college credit to adult school courses based on validated quality course content and exit standards

- **Assessments:** Develop policy to encourage, facilitate, and align entry and progress assessments. Develop an approach that promotes alignment to college and career readiness standards. Address the use of CASAS scores in the WIA funding process. Coordinate with the CCC Common Assessment Initiative.
- **Funding for Intensive Educational and Transition Services:** Develop new funding models for best practices such as intensive programming, faculty collaboration, original materials contextualized to regional careers, and wraparound support services, professional development, and faculty/teacher planning, design and collaboration.

### **Implementation and Capacity Building**

The Delta Sierra Regional Alliance is building sustainable collaborative capacity. DSRA has confirmed an organizational structure for implementation.

**Strategy Development Teams:** Four teams will develop and implement alignment and improvement plans. They are core elements of DSRA's collaborative infrastructure. The Teams bring together staff from both sectors to review data, developed shared strategies, and implement change. The teams are:

- Pathways Development Team (PDT)
- Transitions Development Team (TDT)
- Program Alignment Team (PAT)
- Leadership Development Team (LDT)

Two Co-Chairs, one from each segment, supports each team. The Co-Chairs receive resources on facilitative practices to support effective team development. They oversee development of background information and interactive tools to lead their teams in reviewing and adapting best practices to accelerate student goal achievement.

**Program Areas:** faculty from the schools and Delta College have met to develop course landscapes within the areas of ESL and ABE/ASE. The landscapes are a starting point for discovery and strategy development. Creating the maps also serves to build mutual understanding, collaborative capacity, and between faculty/teachers from the two segments.

**Co-Directors:** The President of San Joaquin Delta Community College District and the Director of Stockton Unified School District's Stockton School for Adults co-lead DSRA and co-chair the Steering Committee.

**Steering Committee:** DSRA has streamlined and confirmed its leadership steering committee to comprise five adult school representatives and four community college

representatives. The committee includes the senior administrators of the five member agencies, each of whom is a committee or team co-chair. The remaining steering committee members are the other co-chairs, including three from SJDCCD (CTE Dean, Language Arts Dean, Enrollment Services and Student Development Dean) and one from Stockton School for Adults (Counselor and Policy to Performance Grant Lead). The steering committee's roles include:

- Overall coordination and planning
- Partnership development and outreach
- Implementation planning, guidance and oversight
- Resource development

**Business, Civic and Community Partners:** The Steering Committee has involved external partners to inform the vision and strategies for the plan. On July 9<sup>th</sup>, representative from approximately 17 community partner organizations met to review the planning process and provide input to the emerging vision of the Delta Sierra Regional Alliance.

Calaveras County Office of Education	Partners in Education (PIE), Lodi
California Human Development	Chamber of Commerce
Cal-LEARN	San Joaquin & Calaveras Electrical Apprenticeship
Catholic Charities of the Diocese of Stockton	San Joaquin Area Apprenticeship Coordinators Association
Community Partnership for Families	San Joaquin County Office of Education
El Concilio/Council for Spanish Speaking	San Joaquin County Housing
Family Resource and Referral Center	San Joaquin County Human Services Agency
Fathers and Families of San Joaquin	Stockton San Joaquin Public Library
Goodwill Industries	Workforce Investment Board (WorkNet)
Greater Stockton Chamber of Commerce/Business Education Alliance	YEOP Youth Employment Opportunity Program
Head Start	

**Data Collection Methodology** Several kinds of data were collected. Enrollment and cost data for 2012-13 and 2013-14 for members (Table 1.1A); members' funding data for 2012-13 and 2013-14 (Table 1.1B); partners' enrollment and cost data for 2012-13 and 2013-14 (Table 1.2); members' enrollments over time, from 2008-09 to 2013-14 (with projections for 2015-16 to be developed during the next phase of planning) (Table 2.1); demographic data, economic data, focus group data and information generated in large meetings, and survey data.

**Enrollment and cost data.** As part of the first two objectives of the AB86 Regional Comprehensive Plan, each consortium was required to submit data tables for five program areas documenting (a) current services based on unduplicated enrollment and attendance, and direct cost of instruction and (b) past, current and projected enrollment<sup>1</sup>. The five program areas are:

1. Elementary and Secondary Basic Skills, including classes for high school diploma or high school equivalency certificate
2. Classes and Courses for Immigrants (Citizenship, ESL and Workforce Preparation in Basic Skills)
3. Programs for Adults with Disabilities
4. Short term Career Technical Education Programs with High Employment Potential
5. Apprenticeship Programs

Consortium Members (Community Colleges and K-12 Adult Schools) provided the following:

- Unduplicated Enrollment for FY 08-09, 12-13\* and 13-14
- ADA or FTES for FY 12-13 and 13-14
- Program Operational Cost by budget code categories for FY 12-13 and 13-14
- Dollar Amount by Funding Source for AB86 programs only FY 12-13 and 13-14

College districts listed information separately for credit basic skills, including credit ESL, enhanced noncredit, and/or regular noncredit, as applicable. Based on guidance from the AB 86 Work Group, members did not include students under 18, contract education, or other programs that were 100% fee-based.

Consortium Partners provided the following:

- Unduplicated Enrollment for FY 08-09, 12-13 and 13-14
- ADA or FTES for FY 12-13 and 13-14 (*if applicable*)

---

<sup>1</sup> For more information regarding the required data tables (Tables 1.1, 1.2, 2.1, and 2.2) see pages 21-28 of *AB86 Adult Education Consortium Planning Grant Certification of Eligibility*.



- Program Operational Cost for FY 12-13 and 13-14 per program and source of funding (e.g., State, Federal, Fees, Private Donations, Other)

**Demographic data.** To help establish the need for adult education services, demographic data were collected from the California Department of Education, the US Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability), unemployment and poverty.

**Economic data.** Economic data on key industries and growth trends in the region were sought from existing sources. Source documents included the San Joaquin County Comprehensive Economic Development Strategy published by the San Joaquin County Board of Supervisors Workforce Investment Board & CEDS Task Force and Regional Economic Analysis Profile – San Joaquin Valley Region published by the California Employment Development Department.

**Qualitative data from large meetings and focus groups.** A key strategy for collecting qualitative data on strengths, vision, gaps, and solutions to gaps was to convene teachers and faculty from throughout the region, representing each of the schools and colleges. Data were collected through large group and sub-regional team meetings at the following events described in the descriptive table on pages 2-3 above.

## II. Regional Assets, Programs and Needs

This section provides a summary of regional assets and programs including data and analysis.

### Regional Assets and Strengths

DSRA will build on a base of economic and civic strengths to create bridges to prosperity for low-skilled adults:

**Workforce and Economic Development Collaboration:** The region has an active collaboration – Career Pathways 2050 – to promote regional economic competitiveness.

**Diversity of Culture and Traditions:** As an ethnically diverse region, the area is home to a wealth of customs and perspectives that add richness and economic competitiveness.

**Location:** The region is connected to two of California’s major regional economies in the SF Bay Area/Silicon Valley and the Northern San Joaquin Valley, with a major growing job hub in the state capital.

**Community Institutions:** The region has an extensive network of highly-effective community-based organizations and governmental agencies. This network has a broadly- shared mission to support the social, civic and economic development of the region.

**Educational Foundations:** The region’s schools, college and universities provide resources and opportunities for advancement for area residents. Coordinated improvement initiatives among all levels of education will reinforce success in each segment:

- Pre-K and preschool
- K-12 Adult Schools
- Community Colleges
- Adult education providers
- California State University (Stanislaus, East Bay, Sacramento)
- University of California (Merced, Davis, Berkeley)
- Private Universities (University of the Pacific)

**Regional Economy:** The USC Immigrant Integration project provides a summary of the regional economy: The San Joaquin Valley (within which San Joaquin County sits at the north) has been referred to as the “food basket of the world” given its high agricultural production – Diamond Foods is a major business based in Stockton, the seat of San Joaquin County. Other major economic drivers include the Port of Stockton, 80 miles inland, and Pacific State Bancorp – putting logistics and financial services on the map.

Thus, the majority of all employed workers (ages 25-64) are employed in professional services (26%), retail trade (15%) and manufacturing (11%).

### Current Programs

DSRA members' programs were reduced dramatically between 2008-09 and 2013-14. In aggregate the AB 86 programs delivered by DSRA's consortium partners were almost cut in half over the five-year period (Narrative Table 1). While the policy of programmatic flexibility has allowed innovation in some areas, the reduction of institutional capacity and continuity represented by this shift will be an important factor affecting implementation. DSRA will develop an appropriate implementation phase-in to rebuild capacity to support the vision and strategies of the plan.

The section includes a description of individual program areas and respective enrollments. These tables are presented in their entirety in Appendix A Table 2, "Evaluation of Existing Adult Education Enrollment". Variables for Table 2 included enrollments by program area from FYs 08-09, 12-13, 13-14. In some cases, consortium members also provided 2007-08 data, as this represented a better baseline year for analysis, given cuts beginning in the 2008-09 school year.

The tables also include calculated enrollment changes from 08-09 to 12-13. This demonstrates that while need was increasing due to the rise in unemployment and associated training and educational need, the funding crisis reduced services drastically.

Non-credit basic skills courses are free of charge and equivalent to the courses offered by adult school. Unlike some community college districts, SJDC does not provide non-credit basic skills instruction. Therefore, some courses that would typically be offered as non-credit instruction are offered as credit in this consortium

### Narrative Table 1: Changes in Current Program Offerings

	FY 2008-09 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	Change
Elementary and Basic Skills	9,297	6,818	-26.7%
Classes and Courses for Immigrants	6,816	2,775	-59.3%
Adults with Disabilities	1,096	291	-73.4%
Short Term CTE	2,123	766	-63.9%
Programs for Apprentices	333	237	-28.8%
Total	19,665	10,887	-44.6%

## **History of Collaboration and Innovation**

The region has an ongoing set of effective collaborative and innovative practices that will serve as a foundation for further improvements.

### **Delta College**

- Learning Communities
- CalWorks Community Connections asset inventory
- WorkNet Center
- Supportive Services
- ECE Career Pathway
- HSI STEM Grants (equipment; program for Migrant Students)
- Supplemental Instruction
- FIPSE Grant for Contextualized Learning
- Advanced Technology—Computer Labs, Assessment Available at many school sites

### **Adult Schools**

- Policy to Performance Grant
- CTE Collaborations with [ROP] and High Schools
- Technology Innovations

### **Multi-Sector Collaborations**

- CalWORKS – Delta, El Concilio, County Social Services
- Collaborative literacy initiatives – including early care and education integrated with family literacy

## **Objective 1: Current Levels and Types of Adult Education**

### **1. Adult Basic Education/Adult Secondary Education**

**Overview.** This section provides a description and evaluation of Program Area 1 – Adult Basic Education/Adult Secondary Education.<sup>2</sup> This program encompasses services in both systems for English-speaking adults whose skills are below the collegiate level in math, reading, and writing.

**Students.** Student served through ABE/ASE are diverse. Students range from very low reading and writing skills to those requiring only a few courses or preparation to complete a high school diploma or high school equivalence examination, such as the GED. The common educational factor is that these students speak fluent or near-fluent English but have reading and writing skills or content knowledge insufficient to meet the standards for a high school diploma or equivalency certificate or to be able to place in collegiate-level reading/writing or mathematics courses at the College.

Many ABE/ASE students face multiple barriers to success. Typical challenges include low income, work schedule conflicts, logistical barriers (transportation, childcare, housing, health care), low awareness of the importance of education to economic well-being, low awareness of the requirements for educational success, and undiagnosed learning disabilities.

Some ABE/ASE students are long-time English learners. Some are first generation immigrants who arrive in the US before age 13 and develop spoken fluency. However, they need literacy skills upgrades to succeed in reading and writing, especially to succeed at the collegiate level. Some second-generation immigrants (i.e., born in the U.S.) live in linguistically isolated households and have similar needs.

These students are sometimes called Dual Language Learners (DLLs) as they are learning two languages in order to “acquire complex syntactic structures, a fully elaborated semantic system, high-level inferential comprehension and the skills to understand nonliteral uses of language (Crutchley, 2007)” (NCELA). They must do this in family contexts that vary widely in the levels of education and English acquisition. “Dual language learners arrive at school with language backgrounds and skills which are substantially different from monolingual English speakers” (NCELA).

There is an achievement gap between DLLs and monolingual English speaking students, and this persists into higher grades and adult education and college settings.

---

<sup>2</sup> The adult schools use the term Adult Basic Education to refer to grades 1-8 and Adult Secondary Education to refer to grades 9-12, including high school diploma and equivalency programs. The community colleges refer to all pre-collegiate levels as ‘basic skills’, a term which sometimes is also used to refer to English as a Second Language.

In addition to the language acquisition challenges, DLL's are more likely than other learners to come from low-income communities, have parents with lower educational attainment, and lack access to health care.

Adult Schools in the area estimate that a large proportion of ABE/ASE students have the fluency/academic skill gaps of generation 1.5. This comports with the fact that a high percentage of public school students are 1<sup>st</sup> and 2<sup>nd</sup> generation immigrants.<sup>3</sup>

**Generation 1.5 Critical to Future Civic and Economic Development.** Demographer Dowell Myers has drawn attention to the mismatch in the long-term demographic trends facing California. Myers estimates that due to baby boomer deaths and outmigration, 100% of net workforce growth will come from first- and second-generation immigrants.<sup>4</sup> As summarized in the statewide Adult Education Strategic Plan (*Linking Adults to Opportunity: Transformation of the California Adult Education Program*):

**“The replacement generation” lacking skills.** ... the interaction of California’s aging population and high levels of immigration will have significant impacts on California’s economy. As the highly educated baby boom generation retires in the period 2011 to 2029, they will be replaced in the workforce by those who are currently 18-44 years old. As this group is more heavily drawn from first- and second-generation immigrants, especially people with lower levels of educational attainment, a skills gap is predicted to develop unless there is a focused statewide response.

Many well-documented educational practices – contextualization, academic support, individualization, learning communities – will work equally well for this group as for second, third and higher generation residents. However, identifying this group, which is sometimes called ‘Generation 1.5’, will be important when developing goals and strategies to improve educational outcomes. Initial findings on total population of this group in the region are described in the Regional Needs section.

**Adult School Offerings.** The adult schools offer the following programs and services for ABE/ASE:

Adult Basic Education. The schools generally offer self-paced instruction for basic education.

	<b>Adult Basic Education Offerings</b>
--	--

---

<sup>3</sup> Silicon Valley Community Foundation, 2012.

<sup>4</sup> John Pitkin and Dowell Myers. 2012. Generational Projections of the California Population by Nativity and Year of Immigrant Arrival. Produced by the Population Dynamics Research Group, Sol Price School of Public Policy, University of Southern California.

<b>Lodi Adult School</b>	Self-paced program basic skills building, reading, and literacy
<b>Manteca Adult School</b>	Classes designed to improve basic reading, writing and math skills and prepare students for General Education Development (GED) or high school diploma programs
<b>Stockton School for Adults</b>	Students' assessment below CASAS 230 are placed in a program to strengthen reading
<b>Tracy Adult School</b>	Individualized programs are designed to teach basic skills in reading, writing and math to adults. Certificate awarded on attainment of 8th grade level of achievement  ABE Family Literacy, English Language Arts: Reading & Writing, Math: Beginning/Intermediate/Advanced
<b>Lincoln Unified School District</b>	[No information]

Adult Secondary Education. The ASE programs are offered as High School Diploma program and high school equivalency preparation and testing, such as the GED. The Adult Secondary Education offerings are listed below.

	<b>Adult Secondary Education Offerings</b>
<b>Lodi Adult School</b>	Self-paced program for Adult High School Diploma completion, GED test preparation, basic skills building, reading, and literacy. Must schedule an appointment with the counselor prior to enrollment in the program.
<b>Manteca Adult School</b>	Computer-assisted learning allows students to work at their own level in a self-paced program with teacher guidance.
<b>Stockton School for Adults</b>	High school diploma individualized learning classes offered on open entry basis. GED preparation individualized learning classes offered on an open entry basis.
<b>Tracy Adult School</b>	Independent Study: Accelerated format for high school degree. Must have less than 50 credits to earn for graduation. Individualized Learning Center or by taking separate evening classes.
<b>Lincoln Unified School District Adult School</b>	[No information]

The Adult High School Diplomas program requires passage of required secondary curriculum and passing the California High School Exit Exam. In some schools, GED and High School students are co-mingled. Some of the schools use an online instructional program for some high school courses, for example math.

Support Services. The schools have counselors to help with orientation, guidance, transcripts, placement and helping fill out college applications. The counselors work with college recruiters on applications and outreach events.

**Community College Offerings.** The community colleges offer the following programs and services for ABE/ASE called “Basic Skills” (The colleges do not differentiate ABE and ASE).

Instruction. The college offers pre-collegiate math and English including courses in reading. Math basic skills offerings include Arithmetic Review and Pre-Algebra. Non-degree applicable credit English basic skills offerings include basic composition and reading, and introduction to college-level reading and writing.

- Delta College offers basic level classes in a variety of ways: online only, hybrid, flipped classrooms, classrooms using computer literacy to upload text and traditional classes.
- Delta College offers a range of basic skills math from arithmetic to intermediate Algebra. The math department has been aligning curriculum and smoothing out the material covered to provide an easier transition for students.
- Math assessment: Delta refined its placement process, which used to place students at one of 3 levels; this process now places students at one of 5 levels. Nevertheless, in a pre-algebra class, faculty report that they continue to have a range of students. Some students test low but they actually have higher skills. Some places let them retake the assessment or replace them based on the instructor’s recommendation.
- COMPASS, the assessment instrument used at Delta, which is approved by the California Community College Chancellor’s Office, is not precise enough to accurately assess students’ levels and inform faculty of the precise areas in which students need direct instruction. The faculty desire to know exactly where a student should be within the broader framework. The math faculty did a test run administering the COMPASS, extended version, which was more diagnostic, providing scores in eight areas rather than simply providing an overall math score.
- In English 78, the lowest credit-bearing English/reading class, faculty work with students to develop soft skills for employment and integrate these skills into the



reading and writing instruction. Students in English 78 are supported with highly trained tutors.

Support Services. San Joaquin Delta College offers a wide range of support services.

*Learning Communities*

AFFIRM: Unity, Integrity and Personal Growth  
Auto-mobility: Preparing for a Job and a Career  
Calculating College Success  
EOPS Student Success Academy  
Know Yourself Inside and Out

Pipeline to an Engineering Career  
Puente: Building Bridges to Transfer  
Tools of the Trade: Communication Skills for Today's Workplace  
Who Am I/Where Going/How Get There?

*Student Support Services*

Extended Opportunity Programs and Services  
Disabled Students Programs and Services  
Career Transfer Center  
Reentry Services

Scholarships  
Counseling Center  
CARE / CalWORKS  
Counseling  
Child Development Center

*Support Programs*

Academic Computing Lab  
AFFIRM Program  
Assessment Center  
Basic Math Skills Program  
Career Center  
Center for Academic Preparation  
CTE Transitions  
Cultural Awareness Program Committee  
Distance Learning and Regional Education  
Employment Services  
E-Services Lab  
Foster and Kinship Care Education (FKCE) Program  
Foster Youth Success Initiative

Fund for the Improvement of Postsecondary Education  
Math Engineering Science Achievement  
Math/Science Learning Center  
Nursing Success Center  
Puente Program  
Reading/Writing Learning Center  
Regional Education  
Small Business Development Center  
Student Support and Success Program  
Transfer Center  
Troops to College  
Veterans Resource Center  
Veterans Services  
Work Experience Program

**Partner Offerings.** Partner programs and services in the ABE/ASE area include:

The County Office of Education provides GED instruction in the county jails.

Stockton-San Joaquin County Public Library Adult Literacy Program: One-on-one reading tutoring for adults ages 16 and older. This free, confidential service provides reading instruction for English-speaking adults. The schedule is flexible, but there is a three-hour per week time commitment for six months. Volunteer literacy tutors are 18 years old and older.

Reach Out and Read San Joaquin: Reach Out and Read® makes literacy promotion a standard part of pediatric primary care, so that children grow up with books and a love of reading. The program trains doctors and nurses to advise parents about the importance of reading aloud and to give books to children at pediatric checkups from 6 months to 5 years of age, with a special focus on children growing up in poverty. By building on the unique relationship between parents and medical providers, Reach Out and Read® helps families and communities encourage early literacy skills so children enter school prepared for success in reading.

San Joaquin Library and Literacy Foundation: The mission of the Library and Literacy Foundation for San Joaquin County is to support programs in that foster literacy and promote the power of reading to enrich lives. The Foundation is a non-profit organization formed to fully fund the Stockton-San Joaquin County Public Library's Adult Literacy program. The Foundation has since expanded to support family and community literacy programs and assist with sustaining the Library's book budget.

Community Literacy-Related Programs. There are a wide variety of community, school-based and other service agencies and initiatives that include literacy services. Most of these focus primarily on child literacy, but many also include a family literacy component in which parents learn how to teach their children. These programs provide an opportunity to increase adult literacy while improving children's educational outcomes. (See <http://www.ssjcpl.org/files/LiteracyPrograms.pdf> for a complete listing.)

Many of these programs specific ethnic groups or geographically based populations. They are taking education to the community. Many of these involve home visitation programs.

The programs often address multiple aspects of well-being and development including:

- Healthcare
- Nutrition
- Child development
- Raising a Reader

- Parents As Partners workshops
- Family Literacy

One example is the El Concilio Rural Home Visitation Program provides home visitation services using the “Parents As Teachers” (PAT) curriculum to 48 families with children ages 0 to 2 and “Raising a Reader” family literacy program to 60 families with children ages 3 to 5. The program also provides health insurance and developmental screenings, along with other services.

Key Additional Partners: The following are important potential partners:

CA Human Development	Stockton-SJ County Library Literacy Programs
Cal-LEARN, Health Care Services of San Joaquin County	YouthBuild San Joaquin (YBSJ) (Building Futures Academy)
Calaveras County Library (San Andreas, Valley Spring)	Valley Mountain Regional Center
Calaveras County office of Ed	California Department of Rehabilitation
Community Partnership for Families	
El Concilio Council for the Spanish Speaking	
Goodwill	
San Joaquin Building Futures Academy	
San Joaquin County Office of Education, CalWORKs	
San Joaquin County Office of Education, Career Academy of Cosmetology	
San Joaquin County Office of Education, Career Technical Education program	
San Joaquin County Office of Education, Medical Assistant Program	
San Joaquin Regional Conservation Corps	
SJCOE - San Joaquin County Special Education Local Plan Area (SELPA)	

## Adequacy and Quality

The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

**Adequacy.** The adequacy of current Adult Education programs is evaluated in terms of programs' instructional and support service capacity to meet student demand and address student need. There are no reliable estimates of demand and therefore the following narrative focuses on need.

Estimate of Need for ABE/ASE Classes. As shown in the table below, the population 25-64 years old lacking a high school diploma is 74,821 San Joaquin County, and 1,921 in Calaveras County. The table also subtracts the number of residents who speak English less than 'very well' and half of Calaveras County given that only half is in the service area. The overall need for ABE is estimated to be 32,493 and for ASE to be 29,373.

	Population 25-64 <sup>5</sup>				
	<i>Total</i>	<i>No HSD/GED</i>	<i>No HSD/GED English Speakers</i>	<i>Less than 9th</i>	<i>9th-12th No HSD</i>
San Joaquin County	342,501	74,821	60,979	32,236	28,743
North Calaveras County	25,244	1,921	887	257	630
Total	367,745	76,742	61,866	32,493	29,373

Supply. The table below shows recent enrollments in ABE/ASE.

Program 1: Elementary & Secondary Basic Skills					
	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY12-13</i>	<i>FY13-14</i>	<i>% Change 08-09/12-13</i>
Lodi USD - Lincoln Tech	0	700	365	449	-48%
Manteca USD	2270	1262	456	272	-64%

<sup>5</sup> Table based on US Census, 2008-2012 American Community Survey 5-Year Estimates. Table S2301. The county-wide rate of residents speaking English less than 'very well' for the population 5 and older is applied to the population 25-64. It is likely higher, given the higher share of low-educational level adults in the immigrant population, which would make these gap estimates for non-ESL ABE/ASE somewhat high.

Stockton School for Adults	--	2152	2088	1991	-3%
Tracy Adult School	704	811	597	602	-26%
San Joaquin Delta College					
Credit Basic Skills	--	4371	3381	3802	-23%
Noncredit	--	0	0	0	
Enhanced Noncredit	--	0	0	0	
<b>Subtotal Noncredit</b>	2974	4925	3506	3314	<b>-29%</b>
<b>Subtotal Credit</b>	--	4371	3381	3802	<b>-23%</b>
<b>TOTAL</b>	2974	9296	6887	7116	

Support Needs. The adult education population generally has very high need for support: childcare, housing, transportation, income support, technology access, health care, and guidance/counseling. In addition, programs to support the successful progress and transition of adult learners require up-to-date equipment, professional development and interagency coordination. The clear theme from focus groups and interviews is that these needs are not adequately funded in the adult schools, and only somewhat more adequately funded in the College.

Discussion. Given that roughly 32,493 residents have educational levels lower than 9<sup>th</sup> grade, it is assumed that they would need services over the course of years, as would a proportion of the 29,373 with 9<sup>th</sup>-12<sup>th</sup> grade educations. This is consistent with the career-ladders model, which assumes intermittent and progressive education over a career.

The adequacy of the capacity of ABE/ASE programs and services depends on a goal or standard. The following table presents several potential standards based on a share of the population who could access services. Several assumptions guide this comparison:

- All 68,824 residents could benefit from some level of educational programs and services, but it is unlikely that all would simultaneously seek services.
- Intensive diagnostic and case management services would provide information for academic/career counseling to recommend most effective services.
- Flexible delivery models such as online education, worksite classes, and distributed instructional settings could increase service levels.
- Learning while earning, and stop in/stop out educational models could increase access.
- Outreach and effective program design could increase access.

<b>Need Served (%)</b>	<b>Potential Demand</b>	<b>Current Supply</b>	<b>Gap</b>
15%	9,280	7,116	2,164

25%	15,466	7,116	8,350
35%	21,653	7,116	14,537
45%	27,840	7,116	20,724
55%	34,026	7,116	26,910

**Quality.** Evaluation of program *quality* takes into consideration each program’s effectiveness at moving students toward their academic, career and other goals. Measures of quality include student learning outcome assessments, student persistence, advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the Adult Schools and Community Colleges under reporting mandates, presenting opportunities for aggregation and analysis of data across systems.

A thorough evaluation of current program effectiveness is not within the scope of this Progress Report but will be considered to the extent feasible in future AB86 activities.

## 2. Classes and Courses for Immigrants

**Overview.** This section provides a description and evaluation of Program Area 2 – Classes and Courses for Immigrants including services in citizenship and English as a second language, and workforce preparation classes in basic skills.

**Students.** Immigrant communities in the service area are an important part of the region. Calaveras County has a relatively small immigrant community, at 4.3%. The majority of immigrants in the region are in San Joaquin County. A concise profile of the immigrant demographics in San Joaquin County is provided by the USC Immigrant Integration Project<sup>6</sup>:

The immigrant share of the population in San Joaquin County has increased since hitting a low in 1970; approximately 156,000 immigrants currently live in this region comprising 23% of the population. More than 75% of all immigrants have arrived since 1980, with 21% arriving in the last decade. About 52% hail from Mexico, a group that has grown and now makes up the majority of newcomers. Others hail from the Philippines (11%), India (4%) and Cambodia (4%).

Immigrants are highly connected to the region’s children and citizenry. While only one in 20 children is an immigrant, 43% have at least one immigrant parent, and 27% of households are headed by an immigrant. Further, our estimates suggest that 72% of unauthorized residents (which we can only estimate for adult Latinos) are living with

---

<sup>6</sup> Pastor, Manuel, California Immigrant Integration Scorecard, University of Southern California Center for the Study of Immigrant Integration. September 2012.

citizens, and 40% are living with their own citizen children. Linguistic isolation – the proportion of immigrant-headed households in which no person over 13 speaks English only, or very well – is relatively high (33%).

Among immigrants, the region has low rates of self-employment (10%), a large proportion unemployed (16%), and one of the largest shares of overskilled workers (30%) – that is, workers with a bachelor’s degree or higher laboring in unskilled jobs.

As documented further in Objective 2, many immigrant students share many of the barriers to success faced by English speaking basic skills students. Typical challenges include low income, work schedule conflicts, logistical barriers (transportation, childcare, housing, health care) low awareness of the importance of education, low awareness of the requirements for educational success, and undiagnosed learning disabilities. In addition, immigrants face many additional barriers related to learning the norms and practices of a new culture. Some also have emotional and psychological challenges related to having lived in war zones or having made traumatic border crossings. Some immigrants lack residency documentation and face associated challenges.

**Generation 1.5 Students.** As noted above in Program Areas 1, there is a transitional generation of immigrant children who have oral English fluency but have need for skill building in reading, writing and mathematics. While many of these students self-identify as English speakers, this cohort is noted here because appropriate educational response to this group merits additional assessment through the AB 86 planning process. Some of generation 1.5’s learning challenges may be closer to issues of second language acquisition than the problems of students from multi-generational English speaking families.

Adult Schools in the area estimate that a large proportion of ABE/ASE students have the fluency/academic skill gaps of generation 1.5. This comports with the fact that a high percentage of public school students are 1<sup>st</sup> and 2<sup>nd</sup> generation immigrants.

**Adult School Offerings.** The adult schools offer the following programs and services for immigrants:

English as A Second Language. The schools offer multiple levels of ESL from literacy to intermediate, classes focus on reading, writing, listening and speaking. The schools use the CASAS assessment system to meet performance payment points from the portion of state funding that is allocated according to the student learning gains. The ESL curriculum is contextualized to life skills such as financial literacy, education, family and citizenship. Some of the schools provide online ESL.

Lodi Adult School	Multi-level ESL classes
Manteca Adult Schools	Beginning Intermediate Advanced

	ESL at Home (distance learning)
Stockton School for Adults	ESL Beginning Literacy/Low/High ESL Multilevel ESL Intermediate Low/High ESL Citizenship ESL Advanced
Tracy Adult School	All ESL classes offer the following courses: Family Literacy ESL & ESL Multi-Level

EL Civics. The schools integrate EL Civics curricula in their ESL courses. EL Civics is a federally funded program to provide ESL contextualized to US government and political institutions. It assists students to be able to understand and navigate governmental, educational, workplace systems and key institutions, such as banking and health care.

ESL for Citizenship. The adult schools offer ESL/Citizenship to prepare ESL students for the US Citizenship Test and interview.

ESL at Community Sites. The schools provide ESL at a range of community sites. Many of these programs are connected to childcare sites at elementary schools. This represents a highly distributed access network:

- Lodi Adult School
- Manteca Adult School
- Stockton School for Adults
- Tracy Adult School

**Community College Offerings.** The community college offers the following services for immigrants:

English as a Second Language. The college offers intermediate through advanced ESL to prepare for academic courses of study and the workforce. Key details include:

- The college uses the CELSA test for ESL and supplements it with both written (short paragraph), multiple choice, short answer, and oral interview for stronger placement. This gives instructors a more nuanced understanding of ability.
- There is an ESL Tutoring system—individual and in groups.
- The goal is to help students transition into technical and degree programs—students can access information about these programs, the curriculum is aligned with higher level English courses so they can transfer into AA programs, and counseling is available.
- The school also offers financial aid and child care, which help support students.



## Adequacy and Quality

The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

**Adequacy.** The adequacy of current Adult Education programs is evaluated in terms of programs' instructional and support service capacity to meet student demand and address student need. There are no reliable estimates of demand and therefore the following narrative focuses on need.

Estimate of Need for ESL Classes. The percent of the population age 5 and older speaking English 'less than very well' in the service area is approximately 17%.<sup>7</sup> If this rate applies to the population 25-64, the table below presents the estimates of potential ESL need: 63,363 in San Joaquin County, and 972 in northern Calaveras County. The overall need for ESL is estimated to be 64,335.

	<b>Population 25-64</b>	<b>Speak English Less than Very Well (%)</b>	<b>Speak English Less than Very Well (#)</b>
San Joaquin County	342,501	19%	63,363
Calaveras County	25,244	8%	972
Total	367,745		64,335

Supply. The table below shows recent enrollments in ESL.

<b>Unduplicated Enrollment</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY12-13</b>	<b>FY13-14</b>	<b>% Change 08-09/12-13</b>
Lodi USD - Lincoln Tech	0	956	824	306	-14%
Manteca USD	1078	982	297	257	-70%
Stockton School for Adults	--	3451	1844	1737	-47%
Tracy Adult School	969	1039	388	374	-63%
San Joaquin Delta College					
Credit ESL	--	1194	207	289	-83%
Noncredit	--	0	0	0	
Enhanced Noncredit	--	0	0	0	
<b>Subtotal Noncredit</b>	2047	6428	3353	2674	<b>-48%</b>

<sup>7</sup> The proportion of the 25-64 population speaking English less than very well is not readily available from the American Community Survey.

<b>Subtotal Credit</b>	--	1194	207	289	<b>-83%</b>
<b>TOTAL</b>	2047	7622	3560	2963	<b>-53%</b>

**Support Needs.** The adult education population generally has very high need for support: childcare, housing, transportation, income support, technology access, health care, and guidance/counseling. In addition, programs to support the successful progress and transition of adult learners require up-to-date equipment, professional development and interagency coordination. The clear theme from focus groups and interviews is that these needs are not adequately funded in the adult schools, and only somewhat more adequately funded at the College.

**Discussion.** If roughly 17% or 64,335 of the combined two-county area population have relatively low English skills, there would likely be a significant gap in services. It is assumed that they would need services over the course of years. This is consistent with the career-ladders model, which assumes intermittent and progressive education over a career.

The adequacy of the capacity of ESL programs and services depends on a goal or standard. The following table presents several potential standards based on a share of the population who could access services. Several assumptions guide this comparison:

- All 32,167 residents could benefit from some level of educational programs and services, but it is unlikely that all would simultaneously seek services.
- Intensive diagnostic and case management services would provide information for academic/career counseling to recommend most effective services.
- Flexible delivery models such as online education, worksite classes, and distributed instructional settings could increase service levels
- Learning while earning, and stop in/stop out educational models could increase access
- Outreach and effective program design could increase access

<b>Potential Goals for Need Served (%)</b>	<b>Potential Demand</b>	<b>Current Supply</b>	<b>Gap</b>
15%	9,650	2,963	6,687
25%	16,084	2,963	13,121
35%	22,517	2,963	19,554
45%	28,951	2,963	25,988
55%	35,384	2,963	32,421

**Quality.** Evaluation of program *quality* takes into consideration each program’s effectiveness at moving students toward their academic, career and other goals. Measures of quality include student learning outcome assessments, student persistence,

advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the Adult Schools and Community Colleges under reporting mandates, presenting opportunities for aggregation and analysis of data across systems.

A thorough evaluation of current program effectiveness is not within the scope of this Progress Report but will be considered to the extent feasible in future AB86 activities.

### 3. Programs for Adults with Disabilities

**Overview.** This section provides a description and evaluation of Program Area 3 – Programs for Adults with Disabilities.

This section addresses these areas of disability:

- **Learning:** Differences that affect the brain's ability to receive, process, store, respond to and communicate information. Learning disabilities are actually a group of disorders, not a single disorder. People with learning disabilities are of average or above-average intelligence but still struggle to acquire skills that impact their performance in school, at home, in the community and in the workplace.<sup>8</sup>
- **Physical:** Physical or visual differences that require assistive or adaptive technologies to access resources designed for typically-abled people.
- **Psychological:** Differences related to a person's emotions or psychology that affect the ability to succeed in education, employment or other settings. Includes behavioral conditions, stress and anxiety related conditions, and post-traumatic stress disorder.
- **Developmental:** Differences in development or cognitive processes, including Down syndrome and autism.

**Students.** Students with disabilities shared many of the challenges of other adult education students: low income, work schedule conflicts, logistical barriers (transportation, childcare, housing, health care) low awareness of the importance of education, low awareness of the requirements for educational success, and undiagnosed learning disabilities. They also face many other challenges related to the stigma of disability and the lack of access to the resources that normally abled people can expect.

Many well-documented educational practices – contextualization, academic support, individualization, learning communities -- can be effective for this group of students. They also benefit from specific methods and processes designed specifically for differently abled people.

**Adult School Offerings.** The adult schools offer the following programs and services listed in the table below for people with disabilities. The adult schools are accredited by the Western Association of Schools and Colleges, and governed by state and federal law regarding accommodations for students with disabilities.

---

<sup>8</sup> The National Center for Learning Disabilities

<b><u>Learning</u></b>	No dedicated resources or programs for adults with learning disabilities.
<b><u>Physical</u></b>	Accommodation provided according to the Americans with Disabilities Act [need to confirm]
<b><u>Psychological</u></b>	A therapist provides services one day per week at each school (shared resources funded by a CalWORKS grant)
<b><u>Developmental</u></b>	<p>Lodi Adult School: The program is specifically designed for developmentally disabled adults and has been in operation for over 35 years. The program focuses on job training, independent living skills, functional academics, nutrition, socialization skills, safety in the community, stranger awareness training, and physical fitness. Employment opportunities which include shredding and retail sales are available on campus.</p> <p>Tracy Adult School: T.A.R.P.: A program primarily for individuals who are mild to moderately developmentally disabled.</p>

**Community College Offerings.** San Joaquin Delta College offers the following programs and services for people with disabilities.

<p><b><u>Learning</u></b></p> <p><b><u>Physical</u></b></p> <p><b><u>Psychological</u></b></p>	<p><b>The College's Disabled Students Programs Services program provide:</b></p> <p><b>Services:</b> Services include but are not limited to: ASL interpreting, registration assistance, extended time on placement tests, lockers, adaptive physical education classes, Assistive Technology classes, note-taking, equipment loans, textbooks and tests/exams in alternate format, and referral services.</p> <p><b>Academic Adjustments:</b> Reasonable academic adjustments in order to create an educational environment where students with disabilities have equal access to instruction</p> <p><b>Differential Learning Skills Assessment Classes:</b> Classes in which students conduct group and/or individualized. Areas assessed include cognitive ability, academic performance and information processing.</p>
--	---

	<p><b>Program Planning:</b> Services include identification of educational goals, career planning, course selection, course load, priority registration, and transfer services.</p> <p><b>Courses:</b> Courses are offered for learning disabilities assessment, assistive computer access, study skills, and adapted physical education.</p>
<b><u>Developmental</u></b>	No dedicated resources or programs for adults with developmental disabilities. Some students with developmental delays are served through regular classes.

**Partners:**

Valley Mountain Regional Center (Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties)

**Adequacy and Quality**

The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

**Adequacy.** The adequacy of current Adult Education programs for adults with disabilities is evaluated in terms of programs’ instructional and support service capacity to meet student demand and address student need. There are no reliable estimates of demand and therefore the following narrative focuses on need.

Estimate of Need for AWD Classes.

**Physical Disability**

- Among the population of adults 20-64 in San Joaquin County, 42,464 adults (10.8%) have some kind of disability. 24.6% are unemployed.<sup>9</sup>
- Among the population of adults 20-64 in Calaveras, 4,081 adults (15.7%) have some kind of disability. 21.5% are unemployed.<sup>10</sup>

**Learning Disability**

This report does not present precise estimates of the incidence of learning disabilities for the consortium’s service area.

To the extent that learning disabilities are persistent lifelong conditions, information on the incidence of learning differences from school age students is relevant to the adult population. The National Center on Learning Disabilities provides the following estimates,

---

<sup>9</sup> This data is from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

<sup>10</sup> This data is from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

which may help to inform the consortium's response to the need of people with learning disabilities<sup>11</sup>:

- 5% of the school age population is formally identified as having learning differences, and 15% or more of students have unidentified and unaddressed learning and attention issues.
- College completion rates are lower for LD students than the general population (41% vs 52%).
- 55% of young adults with LD report having some type of involvement with the criminal justice system within 8 years of leaving high school
- Close to half of secondary students with LD perform more than three grade levels below their enrolled grade in essential academic skills (45% in reading, 44% in math).
- 67% of students with LD graduate from high school with a regular diploma vs. 74% of students in the general population.
- 20% of students with LD drop out of high school vs. 8% of students in the general population.
- 10% of students with LD are enrolled in a four-year college within two years of leaving school, compared with 28% of the general population.
- Among working-age adults with LD versus those without LD: 55% vs. 76% are employed; 6% vs. 3% of adults are unemployed; and 39% vs. 21% are not in the labor force partly because of lack of education.

### Discussion

This section is a preliminary discussion of adequacy. Further refinements will be developed after submittal of this draft.

*Physical Disability.* Adequacy of programs from students with physical disabilities will be address in subsequent drafts.

*Learning Disability.* Students who struggle academically in secondary education due to learning disabilities are potential adult education participants. Many adult education practitioners suggest that people with learning disabilities may be over-represented in adult education. However, they also note that it is often difficult to determine whether learning difficulties are due to a lack of English language competencies, lack of first language literacy, learning differences, or a combination of the these factors.

---

<sup>11</sup> Data are from IDEA Data Center, which funded by the U.S. Department of Education's Office of Special Education Programs to provide technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality data.

However, there is a strong sense among practitioners that there are important gaps in services for students with learning disabilities, especially given the difficulties of assessment. This could be a significant barrier to progress if the NCLD estimate is correct that 20% of the population has some form of learning barrier.

#### 4. Short-Term Career Technical Education Programs

**Overview.** This section provides a description and evaluation of short-term vocational (CTE—career technical education) programs with high employment potential. These programs consist of a course of study, or an organized sequence of courses leading to a vocational/career technical objective, certificate or award that is directly related to employment not resulting in a degree.

**Please note:** This section presents information related to all of the College’s CTE programs. Very few, if any, of these are short term CTE programs. These data are presented to provide a context for future discussion of the development of pathways to post-secondary education or employment.

**Students.** Student served in this program are seeking skills to enter employment, perform better in current jobs, or attain better jobs.

**Adult School Offerings.** The adult schools offer the following short-term CTE programs:

<p><b>Lodi Adult / Lincoln Technical Academy</b></p>	<p>Career &amp; Technical Education Courses            Computer Based Office Training            Computer Technician Service &amp; Repair/Home Technology Cisco            Dental Assisting            Digital Multi-Media &amp; Video Game Design            Medical Assisting</p>
<p><b>Manteca Adult School</b></p>	<p>Career Office Occupations/ Keyboarding            Computer for English as a Second Language Learners            Computer Basics Using Windows 7            Welcome to the World of Computers            Internet &amp; Email Basics            Microsoft PowerPoint 2010: Introductory Skills            Microsoft® Office Specialist Program            Microsoft® Word 2010: Introductory Skills            Microsoft® Word 2010: Advanced Skills            Microsoft® Excel 2010: Level 1</p>

	<p>Microsoft® Excel 2010: Level 2</p> <p>Culinary Arts I</p> <p>Job Seeking Skills &amp; Career Exploration</p> <p>Medical Terminology I</p> <p>Managing Time and Stress in Life and the Workplace</p>
<b>Stockton School for Adults</b>	<p>Accountant/Bookkeeper</p> <p>College Accounting Materials fee</p> <p>Integrated Accounting Materials fee</p> <p>Administrative Medical Assistant/Front Office</p> <p>Computers in the Medical Office</p> <p>Medical Office Administration</p> <p>Medical Manager</p> <p>Medical Terminology</p> <p>Keyboarding/Typing</p> <p>Business Calculation (10-key calculator)</p> <p>Job Skills Training</p> <p>Algebra, English, Test Preparation</p> <p>General Office/Administrative Assistant</p>
<b>Stockton School for Adults</b>	<p>Accountant/Bookkeeper</p> <p>College Accounting Materials fee \$50/Book purchase \$40</p> <p>Integrated Accounting Materials fee \$50</p> <p>Administrative Medical Assistant/Front Office</p> <p>Computers in the Medical Office \$100, Medical Office Administration \$100,</p> <p>Medical Manager \$100, Medical Terminology \$100,</p> <p>Keyboarding/Typing \$30,</p> <p>Business Calculation (10-key calculator) \$30</p> <p>Job Skills Training</p> <p>Algebra, English, Test Preparation</p> <p>General Office/Administrative Assistant</p>
<b>Tracy Adult School</b>	<p>Computer Operator/Introduction Basic Computer Understanding/ Windows</p> <p>Computer Operator/Introduction Office 2010 - Word, Excel, PowerPoint</p>



**Community College Offerings.** As noted above, the programs in this section are not short-term career technical education courses as defined by being offered as non-credit, but are presented as background for future discussions of potential career pathways. Also, the concept of ‘stackable’ certificates could be applied to longer CTE sequences. (It is also important to note that this college generally does not offer any non-credit course work as a matter of policy, so non-credit status would not a marker for short-term CTE.)

The community college offers a diverse array of career-technical education offerings. As shown in the table below, CTE (occupational) is from 13 percent (advanced, apprenticeship and clearly occupational) to 38 percent (including possibly occupational) of the enrollments of the district. (Data are still being developed to separate the short-term career technical education programs, which are the focus of AB 86, and longer-term CTE offerings leading to a degree.)

<b>San Joaquin Delta CCD Total</b>	<b>2012-2013</b>	
ENROLLMENT COUNTS	117,157	100%
Advanced Occupational (not limited to apprentices)	1,771	2%
Apprenticeship (offered to apprentices only)	774	1%
Clearly Occupational (but not advanced)	12,727	11%
Non-Occupational	72,190	62%
Possibly Occupational	29,695	25%

The district offers over 80 occupation and possibly occupational courses. The top 20 by enrollments are listed below. It is noteworthy that the third largest enrollments are in Child Development/Early Care and Education. English Language learners are represented in this field in high numbers.

<b>Credit Course Sections Summary Report (CCCCO Data Mart)</b>	
SAN JOAQUIN DELTA CCD TOTAL	Enrollment Counts Fall 2013
Child Development/Early Care and Education	1,661
Administration of Justice	1,211
Health Education	1,175

Nutrition, Foods, and Culinary Arts	1,116
Registered Nursing	905
Information Technology, General	796
Psychiatric Technician	631
Accounting	615
Business and Commerce, General	532
Health Occupations, General	462
Business Administration	441
Culinary Arts	362
Software Applications	346
Sign Language Interpreting	339
Automotive Technology	288
Nursing	274
Office Technology/Office Computer Applications	271
Corrections	265
Marketing and Distribution	259

### **Career Pathways**

- Early Care and Education

### **Adequacy and Quality**

The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

**Adequacy.** The adequacy of current Short-term CTE Adult Education programs will be evaluated in subsequent analyses.

**Quality.** Evaluation of program *quality* takes into consideration each program's effectiveness at moving students toward their academic, career and other goals. Measures of quality include student learning outcome assessments, student persistence, advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the Adult Schools and Community Colleges under reporting mandates, presenting opportunities for aggregation and analysis of data across systems.

A thorough evaluation of current program effectiveness is not within the scope of this Progress Report but will be considered to the extent feasible in future AB86 activities.

## 5. Programs for Apprentices

**Overview.** This section provides a description and evaluation of programs for apprentices.

**Students.** As noted, students can be from any of the program areas.

**Adult School Offerings.** Many of the CTE programs at the adult schools are in areas addressed by apprenticeship programs. Subsequent drafts will address whether any of these are explicitly linked to apprenticeships, or whether the adult schools have informational classes or linkages to apprenticeship programs.

**Community Colleges:** Classes are offered for apprentices in certain trades. The apprenticeship programs are designed so that an employer hires the apprentice, and the apprentice increases his/her occupational skills and knowledge while receiving On-The-Job Training (OJT). The apprentice also attends specific apprenticeship courses (RSI) provided by Delta College. The apprentice's educational program and OJT training is under the direction of the Apprenticeship Committee. Apprenticeship programs may vary from 2 years to 5 years in length.

San Joaquin Delta College provides apprenticeship classes (RSI) for the following apprenticeship programs:

- Automotive & Related Trades
- Caterpillar Dealer Service Technician
- Electrical Trades
- Electrical Maintenance
- Hydro-Electric Plant Operator
- Machinist
- Mechanical Maintenance
- Mill Cabinet
- Plant Programs- Individual
- Plumbers & Pipe Fitters
- Plumbers Refrigeration Service
- Utility Craft Worker

Many of the apprentices that are awarded Journey Level Certificates also earn a Delta College Certificate or A.S. Degree.

**Other Apprenticeship Programs in San Joaquin County not affiliated with SJDC:**

- Barbers
- Carpenters
- Cement Masons
- Firefighters
- Iron Workers
- Sheet Metal Workers
- Sound and Communication Workers

- Sprinkler Fitters
- Roofers & Waterproofers
- Stationary Engineers (including Wastewater Treatment Plant Operators)
- Tile Layers
- Adequacy and Quality
- The following section addresses the issues of adequacy and quality based on focus group discussions and demographic data in comparison to service levels.

**Adequacy.** The adequacy of current Adult Education programs is evaluated in terms of programs’ instructional and support service capacity to meet student demand and address student need. The adequacy of apprenticeship offerings will be evaluated in subsequent analyses.

<b>Program 5: Apprenticeships</b>					
	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY12-13</i>	<i>FY13-14</i>	<i>% Change 08-09/12-13</i>
Lincoln USD	--	--	--	--	
Lodi USD - Lincoln Tech	0	0	0	0	
Manteca USD	0	0	0	0	
Stockton School for Adults	--	0	0	0	
Tracy Adult School	0	0	0	0	
San Joaquin Delta College	--	333	237	250	-29%
<b>Total</b>	<b>0</b>	<b>333</b>	<b>237</b>	<b>250</b>	<b>-29%</b>

**Quality.** Evaluation of program *quality* takes into consideration each program’s effectiveness at moving students toward their academic, career and other goals. Measures of quality include student learning outcome assessments, student persistence, advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the Adult Schools and Community Colleges under reporting mandates, presenting opportunities for aggregation and analysis of data across systems.

A thorough evaluation of current program effectiveness is not within the scope of this Progress Report but will be considered to the extent feasible in future AB86 activities.

**Evaluation of Existing Adult Education Programs Offered by Consortium Members (Table 1.1A)**

Table 1.1A, *“Evaluation of Existing Adult Education Programs Offered by Consortium Members”* has been completed and is presented in Appendix A. Variables for Table 1.1A included: Program area (Elementary and secondary basic skills, short term career technical education, apprenticeships, etc.), type of program (credit, non credit, enhanced etc.), unduplicated enrollment FY 12-13, ADA or FTES FY 12-13, operational costs per instructional program by year (12-13, 13-14) disaggregated by cost categories 1000 – 7000.

### **Total Dollar Amount by Funding Source for Consortium Members (Table 1.1B)**

Representative(s) from each consortium member were contacted to collect funding data to complete Table 1.1B *“Total Dollar Amount by Funding Source for Consortium Members”* and also provide assistance on clarifying the requirements. Variables included: dollar amount for each funding source (apportionment, WIA I, WIA II, VTEA, Perkins, Fees, State Categorical Basic Skills, SSSP, Other grants, other) by consortium member by year (12-13; 13-14). The completed table is provided in Appendix A.

### **Evaluation of Existing Adult Education Programs Offered by Consortium Partners (Table 1.2)**

The consortium planning team has contacted representative(s) from each consortium partner organization to collect data for Table 1.2: *“Evaluation of Existing Adult Education Programs Offered by Consortium Partners”* and also provide assistance on clarifying the requirements. Variables included: Type of organization, source of funding (state, federal, fees, private donations, other), unduplicated enrollment by year (12-13; 13-14), ADA or FTES by year, if applicable (12-13; 13-14), operational costs per program area (elementary and secondary basic skills, short term career technical education, apprenticeships, etc.) by year (12-13, 13-14). Data are currently being compiled and will be presented in Appendix A.

## Objective 2: Current Needs

This section provides a summary of regional needs including data and analysis.

To help establish the need for adult education services, the consortium planning team collected and analyzed both quantitative demographic data and qualitative data from convenings, focus groups, and a survey.

Demographic data were collected from the California Department of Education (CDE) DataQuest system, the US Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability) unemployment and poverty.

### Enrollment Patterns

The enrollment data included the previous section's program area descriptions reveal key information: changes over time, program area comparisons, Adult School enrollment compared to Community College enrollments, and differences among Adult School enrollments.

**Changes over time.** The most salient finding to be discerned from the data is the decrease in enrollments between 2008-09 and 2013-14. CTE programs experienced the greatest drop in enrollment, falling 68% as enrollment dropped from 1,723 in 2008-09 to 484 in 2013-2014. A similar drop was experienced in Classes for Immigrants, which fell 58%, going from over 7,000 enrollments in 2008-09 to just over 2,700 in 2013-14. Programs for AWD decreased by 51%.

**Program area comparisons.** As presented in the previous section, the largest program offered in 2013-14 in the region is ABE/ASE/Basic Skills, with enrollments of 6,730. Next highest overall is Classes for Immigrants, with 2,763 enrollments.

**Adult School versus Community College enrollments.** Adult School enrollments were highest in ABE/ASE/Basic Skills (2,593) and Classes for Immigrants (2,111) and lowest for Adults with Disabilities (17). Community College enrollments were highest for ABE/ASE/Basic Skills (3,802) and Short-Term CTE, where no students were enrolled. In Classes for Immigrants/ESL, Adult School enrollments were over seven times Community College enrollments. For AWD, Community College enrollments were over ten times Adult School enrollments.

**Demographics.** The region has a very high level of need, as shown in Narrative Table 2. Residents of the area are generally poorer, less well educated, and subject to higher rates of unemployment than residents of the state as a whole. San Joaquin County has a high rate of languages other than English spoken at home (almost 40%) roughly on par with the state average (43%)<sup>12</sup>

---

<sup>12</sup> The state average largely reflects the huge impact of Los Angeles County's population on state statistics.

**Narrative Table 2. Delta-Sierra Consortium Demographic Data**

K-12 Data (2012-13)					Demographic Data by School District Boundary			
School District	Students	English Learners	1 Year Drop Rate	Free or Reduced Price Meals	Percent Unemployed	Poverty	Less than HS	Language Other than English at Home
Lincoln Unified	9,132	1,326 (14.5%)	1.50%	4,969 (55.3%)	12.20%	13.90%	9.40%	22.60%
Lodi Unified	30,222	7,238 (23.9%)	3.80%	20,082 (68.0%)	12.40%	14.10%	20.96%	37.00%
Manteca Unified	23,235	4,384 (18.9%)	1.80%	13,589 (59.7%)	15.00%	9.70%	20.01%	35.30%
Stockton Unified	38,435	10,468 (27.2%)	4.80%	32,219 (85.7%)	18.30%	24.50%	35.27%	49.70%
Tracy Joint Unified	17,405	4,036 (23.2%)	2.30%	7,606 (44.6%)	13.40%	9.10%	19.52%	43.10%
<b>County Total</b>	<b>139,146</b>	<b>30,697 (22.1%)</b>	<b>4.90%</b>	<b>87,407 (64.3%)</b>	<b>11.60%</b>	<b>17.50%</b>	<b>23.20%</b>	<b>39.40%</b>
<b>State Totals</b>	<b>6,226,989</b>	<b>1,346,333 (21.6%)</b>	<b>4.00%</b>	<b>3,509,407 (58.0%)</b>	<b>10.10%</b>	<b>13.10%</b>	<b>19.18%</b>	<b>43.20%</b>

Source: Data Quest

**Additional Need Data**

Subsequent to the July 31<sup>st</sup> Progress Report, additional data were gathered showing that need is particularly high among certain sub-populations.

As seen in Narrative Table 3 several groups have very low high school completion rates. These students are likely to benefit from adult education pathways, though they face additional barriers. One of the most important barriers may be the lack of policy and institutional recognition of the needs of two groups.

- **Undiagnosed Learning Difference.** As noted in the July report, students with undiagnosed learning differences may struggle repeatedly, first in K-12 and then in adult education. As shown in Narrative Table 3, students in special education have the lowest rates of high school completion. Currently, adult schools are not funded to address the needs of students with learning differences.
- **Long-Term English Learners/Generation 1.5.** Similarly, US-educated English language learners (also called ‘Generation 1.5’) are a particular concern in San Joaquin County, given the high proportion of immigrants and linguistically isolated households. Generation 1.5 comprises English learners who have been educated in the U.S. They are usually fluent in spoken English but “have not acquired the academic English necessary for the cognitive and linguistic demands of discipline-specific academic classes in institutions of higher learning” (Singhal, 2004).

**Narrative Table 3: Four-Year High School Graduation Rates by Race/Ethnicity and Other Subgroups 2012-2013**

	4-year Cohort Graduation Rate by Percent				
	Lodi Unified	Manteca Unified	Stockton Unified	Tracy Joint Unified	San Joaquin County Office of Education
Filipino	84.8	96.1	95.5	98.4	93.9
Asian	86.4	95.6	90.6	92.8	95.5
White	85.7	92.0	71.8	91.3	91.8
Latino	80.0	92.1	82.4	81.6	82.1
Econ Disadvantaged	79.3	89.3	83.7	82.2	80.8
Migrant	84.5	90.9	80.1	73.7	76.1
Black	73.8	85.7	83.5	79.7	73.9
Pacific Islander	83.3	92.0	66.7	75.0	79.5
Current English Language Learner	69.7	78.1	73.1	72.2	73.6
Students in Special Education	44.6	73.8	59.4	66.4	70.3

**Learning Differences.** Learning differences (disabilities) are persistent lifelong conditions, and information on the incidence of learning differences from school age students is relevant to the adult population. The National Center on Learning Disabilities provides the following estimates, which may help to inform the consortium’s response to the need of people with learning disabilities<sup>13</sup>:

- 5% of the school age population is formally identified as having learning differences, and 15% or more of students have unidentified and unaddressed learning and attention issues.
- College completion rates are lower for LD students than the general population (41% vs 52%).
- 55% of young adults with LD report having some type of involvement with the criminal justice system within 8 years of leaving high school
- Close to half of secondary students with LD perform more than three grade levels below their enrolled grade in essential academic skills (45% in reading, 44% in math).
- 67% of students with LD graduate from high school with a regular diploma vs. 74% of students in the general population.

<sup>13</sup> Data are from IDEA Data Center, which funded by the U.S. Department of Education’s Office of Special Education Programs to provide technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality data.



**Generation 1.5.** To help quantify the needs of the generation 1.5 cohort, Narrative Table 4 presents data on residents who lack a high school credential, together with their self-reported levels of English proficiency. There are two main findings:

- **62% of those lacking a high school credential have limited English proficiency.** The table shows that 62% of those in San Joaquin County who lack a high school credential also speak English less than ‘very well’. This suggests that language acquisition needs to be addressed in efforts to increase the number of residents with a high school credential, which is necessary for some financial eligibility and access to many career pathways.
- **Almost 25,000 residents from homes where a language other than English is spoken speak English ‘well’ or ‘very well’ but lack a high school credential.** These data fit the pattern of generation 1.5: spoken English fluency combined with gaps in academic skills. DSRA will investigate this information further, including disaggregation by age, in the implementation planning process.

**Narrative Table 4: English Language Correlated with Attainment of High School Credentials**

English Language Ability *	#	English Language Ability *	Percent of Those Lacking HSD
Very well	9,940		
Well	14,345	Less than very well	62%
Not well	20,664	Less than well	44%
Not at all	13,081	Less than not well	17%

\* For residents in households where a language other than English is spoken

Another indicator of the level of generation 1.5 students in the region comes from K-12 enrollment data (DataQuest). In academic year 2012-13, over four thousand (4,058) high school students in the four member districts were classified as English Language learners. (While some may be limited in spoken English with proficiency in reading and writing, the generation 1.5 pattern of oral fluency and challenges with reading and writing is more likely.)

DSRA will continue to analyze this information during the implementation planning process. Generation 1.5’s unique needs for language acquisition support may have potentially significant implications for adult education in the region, as may the issue of undiagnosed learning disability.

The following additional demographic data for San Joaquin County as a whole provides a fuller picture of need.<sup>14</sup>

---

<sup>14</sup> All data in the following bullets describing the demographics of San Joaquin and Calaveras Counties is from the U.S. Census American Community Survey (ACS) 2008-2012 DP02 table unless otherwise specified.

- Total San Joaquin County population: 687,036
- Adults 25 years and over, total: 414,657
- Of adults 25 years and over, 135,748 (or 32.7%) are foreign born. Of these, 70,027 (or 16.9%) are not U.S. citizens.<sup>15</sup>
- The population (age 5 or older) speaking language other than English at home is 249,388, or 39.4%. Of these, 117,122, or 18.5%, speak English less than “very well.”
- The population 25 years and older lacking a high school diploma is 23.2% across both the native and foreign born population, totaling 96,387. Of these, 50,954, or 12.3%, have less than a 9<sup>th</sup> grade education; 45,433 or 11.0% have education 9<sup>th</sup>-12<sup>th</sup> grade, no diploma.
- The unemployment rate for adults ages 25-64 (342,501) in San Joaquin County without a high school diploma is 19.3% compared to 15.4% for those with a high school diploma or equivalent, 12.0% with some college, and 6.3% for a bachelor’s degree or higher.<sup>16</sup>
- For the foreign born age 25 and older (135,748), it is estimated that 43.8%, or 59,547, lacks a high school diploma; for those who are not U.S. citizens (70,027), 56.9%, or 39,845, lack a high school diploma.<sup>17</sup>
- The population of adults ages 25-64 — working age population — in San Joaquin County is 342,501.<sup>18</sup> If 18.5% of the population speaks English “less than very well”, it is estimated that 63,362 adults in the working age population in San Joaquin County speaks English “less than very well”.
- Among the population of adults 20-64 in San Joaquin County, 42,464 adults (10.8%) have some kind of disability. 24.6% are unemployed.<sup>19</sup>

Additional demographic data for Calaveras County also demonstrates the need.

- Total Calaveras County population: 45,507
- Adults 25 years and over, total: 33,758
- The population (age 5 or older) speaking language other than English at home is 3,187, or 7.7%. Of these, 999, or 2.3%, speak English less than “very well.”
- The population 25 years and older lacking a high school diploma is 7.2% across both the native and foreign born population, totaling 2,447. Of these, 709, or 2.1%, have less than a 9<sup>th</sup> grade education; 1,738 or 5.1% have education 9<sup>th</sup>-12<sup>th</sup> grade, no diploma.

---

<sup>15</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S0501.

<sup>16</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

<sup>17</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S0501.

<sup>18</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

<sup>19</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

- The unemployment rate for adults ages 25-64 (23,942) in Calaveras County without a high school diploma is 21.6% compared to 12.3% for those with a high school diploma or equivalent, 8.9% with some college, and 5.7% for a bachelor's degree or higher.<sup>20</sup>
- The population of adults ages 25-64 — working age population — in Calaveras County is 23,942.<sup>21</sup> If 2.3% of the population speaks English “less than very well”, it is estimated that 551 adults in the working age population in San Joaquin County speaks English “less than very well”.
- Among the population of adults 20-64 in Calaveras County, 4,081 adults (15.7%) have some kind of disability. 21.5% are unemployed.<sup>22</sup>

Population and English language data broken out by community are presented in Narrative Table 5 below.

**Narrative Table 5. Delta-Sierra Consortium Language Data**

Community	Total Population (5 years and over)	Speak English less than “very well”	Language other than English*
<i>San Joaquin County</i>	632,525	117,122 (18.5%)	249,388 (39.4%)
Stockton	267,396	58,552 (21.9%)	120,659 (45.1%)
Lodi	58,050	9,174 (15.8%)	18,884 (32.5%)
Manteca	62,732	7,732 (12.3%)	17,907 (28.5%)
Tracy	75,220	13,413 (17.8%)	31,436 (41.8%)
Lathrop	16,655	3,435 (20.6%)	8,667 (52.0%)
Ripon	13,172	830 (6.3%)	2,311 (17.5%)
Escalon	6,670	650 (9.8%)	1,437 (21.5%)
<i>Calaveras County</i>	43,669	999 (2.3%)	3,187 (7.7%)
San Andreas CDP	2,853	147 (5.2%)	411 (14.4%)
<i>Solano County</i>	387,403	46,582 (12.0%)	115,862 (29.9%)
Rio Vista	7,048	422 (6.0%)	1,144 (16.2%)

Source: U.S. Census Bureau, 2008-2012 American Community Survey (DP02); for population 5 years and over.

## Analysis/description of Local Regional Economy

**The Economy.** The regional economy has areas of strength but also severe challenges. Unemployment ranges from 12.4% in Lodi to 18.3% in Stockton. These rates compare to 11.6% in San Joaquin County as a whole and 10.1% for the state. The unemployment rate for adults ages 25-64 (23,942) in Calaveras County without a high school diploma is 21.6%

<sup>20</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

<sup>21</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

<sup>22</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

compared to 12.3% for those with a high school diploma or equivalent, 8.9% with some college, and 5.7% for a bachelor's degree or higher.<sup>23</sup>

The USC Immigrant Integration project provides a summary of the regional economy:

The San Joaquin Valley (within which San Joaquin County sits at the north) has been referred to as the “food basket of the world” given its high agricultural production – Diamond Foods is a major business based in Stockton, the seat of San Joaquin County. Other major economic drivers include the Port of Stockton, 80 miles inland, and Pacific State Bancorp – putting logistics and financial services on the map. Thus, the majority of all employed workers (ages 25-64) are employed in professional services (26%), retail trade (15%) and manufacturing (11%). Similarly, immigrants also tend to be employed in professional services (19%), retail trade (16%), manufacturing (13%) and agriculture (11%). Among immigrants, the region has low rates of self-employment (10%), a large proportion unemployed (16%), and one of the largest shares of overskilled workers (30%) – that is, workers with a bachelor's degree or higher laboring in unskilled jobs. Poverty is a problem, as is food insecurity, perhaps counter-intuitively, given the prominent role of agriculture.

---

<sup>23</sup> Data are from the U.S. Census American Community Survey (ACS) 2012 5-year estimate Table S2301.

### III. Guiding Framework for Change

DSRA's Guiding Framework is the coalition's sustainable foundation for change.

#### Core Principles

The following core principles and concepts for a redesigned system have emerged during the planning process. They have informed the development of strategies and serve as a "touchstone" for consortium members and partners working together to address complex issues.

**Honor Student Strengths and Diversity.** The Delta Sierra Regional Alliance celebrates students' strengths and competencies. The Alliance provides options for all adult learners, and believes that there is not a one-size-fits-all solution. DSRA supports multiple pathways to success within an overall strategy of clear, well-structured, and supported transitions leading to economic self-sufficiency.

**Engage Business and Community Leaders.** We partner with city and regional economic development initiatives. The goal is to integrate adult education with regional civic and workforce development entities to promote success in education, economic competitiveness and workforce development.

**Build a Strategic Educational Partnership.** DSRA's educational partners coordinate and integrate their programs and services through ongoing collaboration. Strategic partnerships leverage the strengths of each partner, while coordinating closely to support student success.

**Support Multiple Employment and Career Options.** Adult education offers opportunities for students to pursue a wide variety of employment options and career pathways. Using the model of stackable credentials, students can pursue options such as immediate employment, apprenticeships, supported employment, and self-employment.

**Develop Clear and Effective Pathways and Transitions.** We build on local, state and national promising practices for effective pathways for all student profiles, including native speakers of English, high- and low-skill English learners, adults with disabilities, and others. Key concepts include intentional and funded transitional support, multiple entry and exit points, co-location, and integration of basic education and post-secondary training.

**Advocate for Adequate and Leveraged Resources.** DSRA actively seeks adequate levels of funding to provide the intensive level of programming and support needed for success.

**Build Sustainable Capacity.** We are committed to expanding our institutional and professional capacity to create a seamless delivery system for adult learners. Both professional development to build individual skills – across instructional, support services, administrative and classified staff – and organizational development to build sustainable systems are essential components of DSRA's success.

## Envisioning an Integrated Opportunity System for Adults

Figure 1 depicts an integrated system. This approach is based on the principles described above, and will be implemented through the strategies described in Section IV. Key elements of the integrated approach include:

**Aligned Intake, Career Planning and Placement:** The student's first experience sets a foundation for success. The intake process has common elements, including aligned assessments across systems. The student clarifies their long-term educational and career plans and understands the pathways for achieving them. The student is referred to the best combination of institutions and services to get them to their goal as quickly as possible.

**Bridges to Colleges and Careers:** The redesigned system prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations.

- Students take classes that are contextualized to their goals, including immediate employment, life skills or career pathways.
- Career awareness and soft skills are integrated into courses and activities such as advising, job and college tours, and speakers are offered.
- Assessments and curriculum are aligned across all educational partners: basic literacy programs, adult schools, and community colleges, and programs offered in correctional and other settings.
- There is also alignment of pedagogical approaches, creating a common language for student success.
- Transition services provide dedicated support for students moving between educational providers, and between education and work. Educational strategies accelerate success, including dual enrollment, cohorts, technology, and individualized learning.

**Community Engagement and Wraparound Support Services:** Community partners are central to the success of an integrated system. They augment support services provided internally by school, college and other educational providers. As trusted institutions in the community, partners provide access points for educational services, and help provide the guidance, resources and encouragement necessary for success. Partners also advocate for the community recognition and resource support for the adult opportunity system.

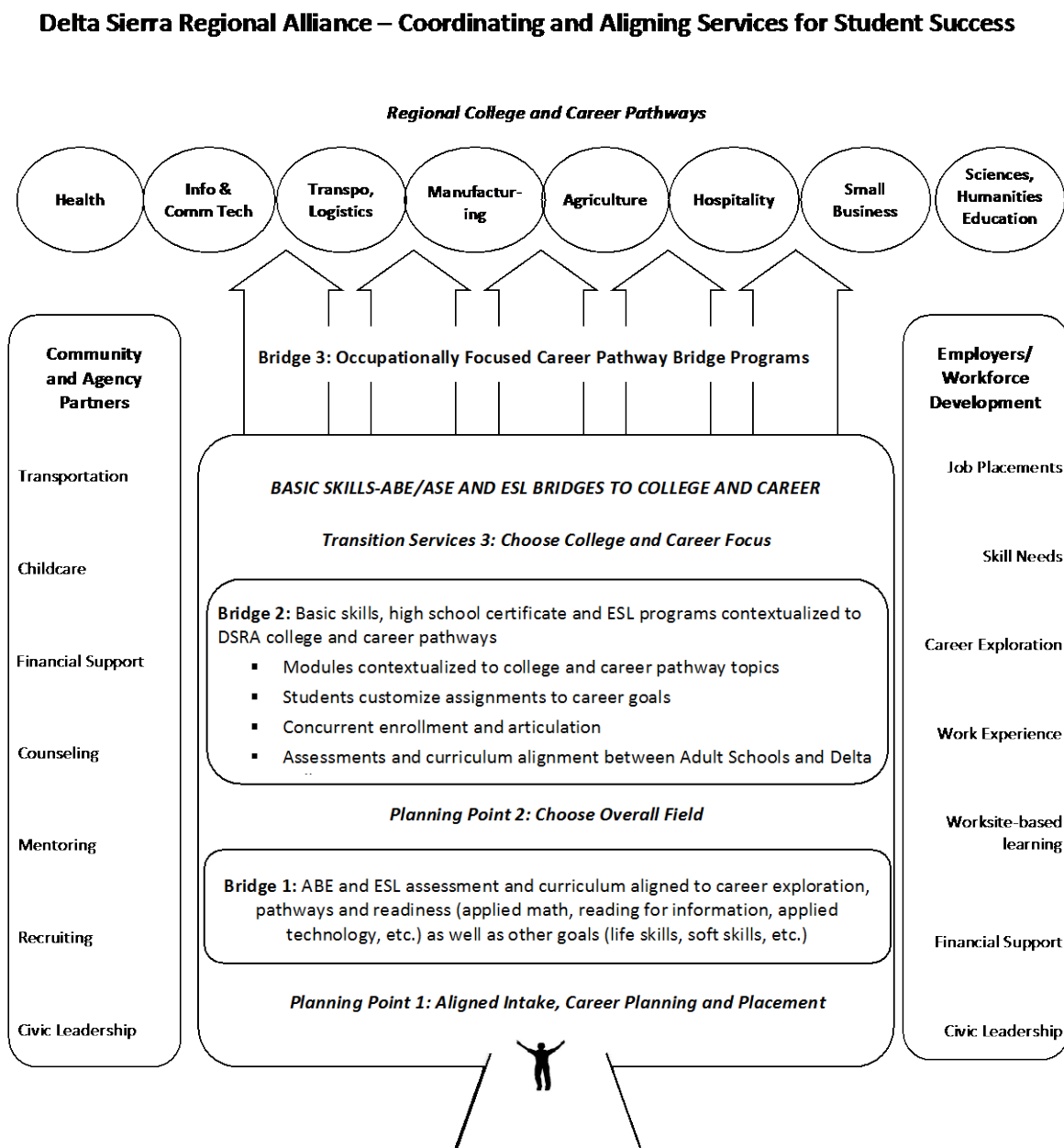
**Employer Engagement and Employment:** Employers and industry organizations play a foundational role. They provide information on skill needs and demand occupations. They support students in exploring career options, and building resumes through internships and work based learning. They provide jobs for program completers, and provide civic leadership for adult education programs.

**College and Career Pathways:** The integrated system is focused on building skills, competencies and work histories that prepare students for employment in living wage jobs.

The college and career pathways provide jobs with upward mobility in stable or growing industries, and connect the adult education system to regional workforce and economic development initiatives.

The first six 'Regional College and Career Pathways' shown below are those named as the most promising growth areas in the Career Pathways Trust application submitted by member agencies. The last two reflect areas of particular relevance to the adult learners of the region – self employment, and occupations in education and other fields.

**Figure 1: Integrated Adult Education System**



## Pathways for Different Student Profiles

Narrative Table 6 illustrates the diversity of potential pathways. Students access educational and career pathways on varying timelines reflecting their educational readiness and their career, family and other life circumstances. The table suggests options for exploration in system design, and these pathways would require collaborative efforts of adult schools, community colleges, community-based organizations, faith communities, libraries, employers and government agencies.

**Narrative Table 6: Illustrative Educational Pathways Based on Student Profiles**

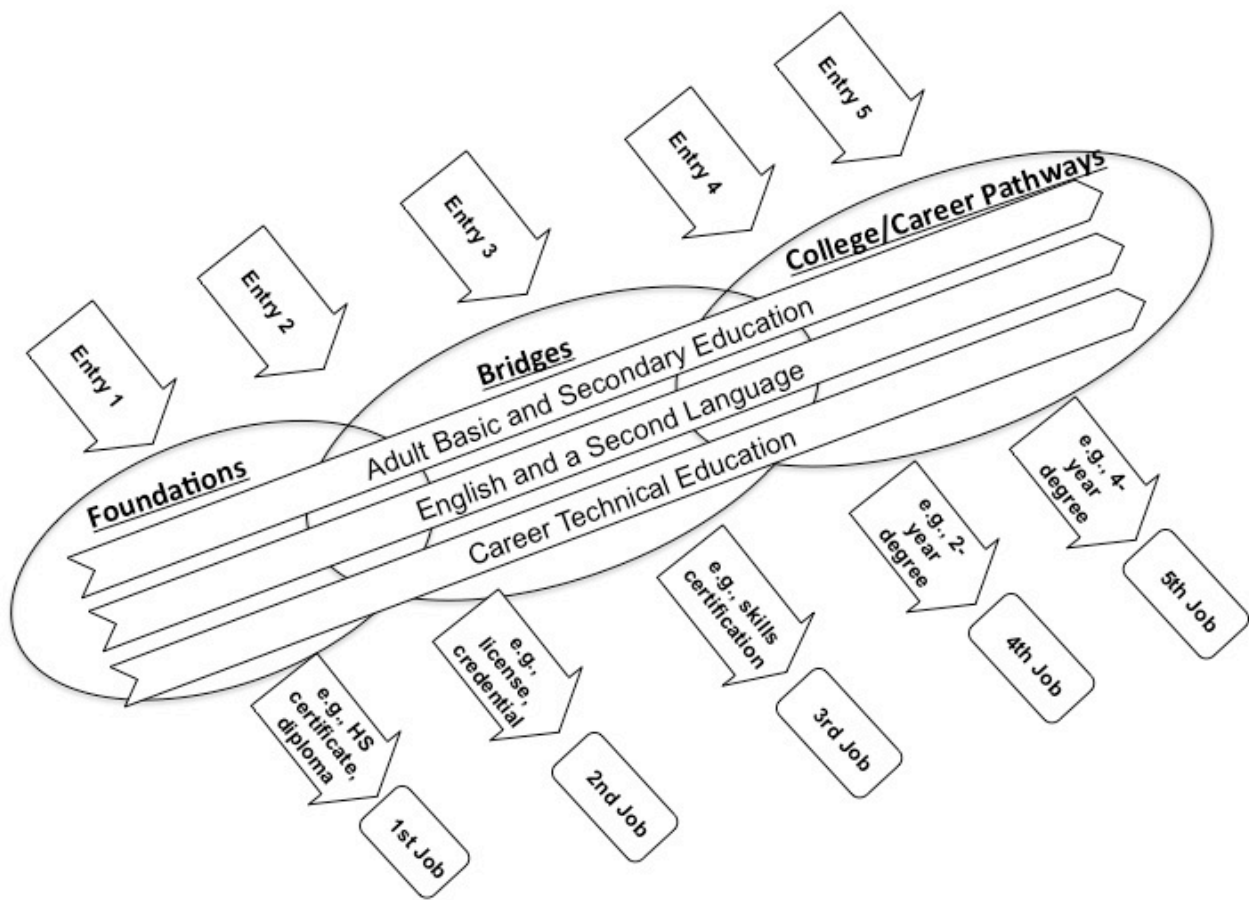
	<i>Potential Areas of Near-Term Focus</i>	<i>Potential Areas of Medium- to Long-Term Focus</i>
<i>Low-Skill English Learner</i>	<p>First language literacy (such as Plaza Comunitaria at Cerritos College)</p> <p>English contextualized to US norms, school communications, life skills</p> <p>Short-term occupational training, including contextualized English</p>	<p>High School Equivalency (HSE)</p> <p>Post-secondary certificate</p> <p>Associate's Degree</p>
<i>High-Skill English Learner</i>	<p>English contextualized to US norms, school communications, life skills</p> <p>English contextualized to existing profession, and validation of non-US credentials</p>	<p>Ongoing professional development</p> <p>Continued English acquisition</p> <p>Lateral move into new career</p>
<i>Low-Skill English Speaker</i>	<p>Attainment of 9<sup>th</sup> Grade reading, writing, Math contextualized to an overall occupational target</p>	<p>High School Equivalency contextualized to career goal</p> <p>Career Pathway Leading to Post-Secondary Certificate</p> <p>Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees</p>
<i>Intermediate-Skill English Speaker</i>	<p>HSE contextualized to career goal</p> <p>Career Pathway Leading to Post-Secondary Certificate</p>	<p>Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees</p>
<i>Adult with Developmental, Behavioral or Emotional Disability</i>	<p>Development of a career plan and support system</p> <p>Development of skills in a chosen occupational field</p> <p>HSE contextualized to career goal</p>	<p>Career Pathway leading meaningful engagement with a chosen occupation</p> <p>Ongoing skill building and education</p> <p>Career Pathway Leading to Post-Secondary Certificate</p> <p>Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees</p>
<i>Formerly Incarcerated Re-Entry Students</i>	<p>Development of a career plan, support system, and immediate income/employment stability</p> <p>Attainment of 9<sup>th</sup> Grade reading, writing, Math contextualized to an overall occupational target</p> <p>HSE contextualized to career goal</p>	<p>Career Pathway Leading to Post-Secondary Certificate</p> <p>Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees</p>



## Multiple Entry and Exit Points and Career Lattices

A key feature of DSRA's integrated adult education approach is that it promotes a long-term progression of education and work experience, as shown in Figure 2. Many people who can benefit from adult education seek to gain immediate employment or upgrade their current employment. The redesigned system explicitly communicates to students that entry into employment after a short-term course of study is a success, while also supporting them to pursue a long-term path to achieve progressive levels of education and career success.

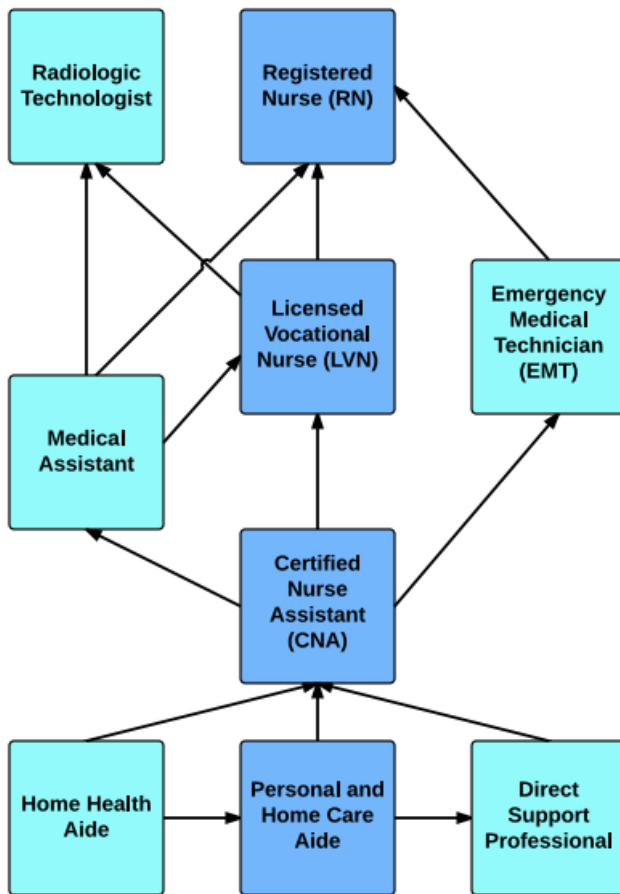
Figure 2: Multiple Entry and Exit Points



The flexibility of DSRA's approach includes career lattices: pathways that involve horizontal job changes. The new job is in a different content area, but does not involve a change of pay, status or level of responsibility. A lateral move allows exploration of new fields, and may have advantages such as an improved work environment or more upward mobility.

This concept, along with knowledge of the dynamics of career change, reduces the perception, held by some students, that choosing a career pathway will limit their options.

**Figure 3: Career Lattice Example**



The elements presented in this section express DSRA's broad vision for alignment – a flexible, student-based approach combined with clear and structured transitions. The next section describes the strategies DSRA will implement to move toward the vision.

## Strategy Overview

DSRA will implement the strategies in this section to support regional economic and civic prosperity, and the success of individuals and families. The strategies are aligned to DSRA's implementation approach, while meeting the planning objectives of AB86.

<b>DSRA Strategy Area</b>	<b>AB 86 Objective</b>
Regional Leadership	Objective 7 (regional leveraging) Objective 4 (data sharing gaps) Objective 6 (professional development)
Pathways and Access	Objective 3 (transitions and program integration) Objective 4 (gaps in service by geography and population) Objective 6 (professional development)
Transition and Support Services	Objective 3 (transitions and program integration) Objective 6 (professional development)
Instructional Effectiveness	Objective 5 (practices to accelerate goal achievement) Objective 6 (professional development)

The appendix includes the COE Appendix C Tables, with the DSRA strategies sorted by the AB 86 Objectives.

## IV. Strategies and Implementation Approach

The Delta Sierra Regional Alliance will implement the following strategies to create an integrated system for adult learners.

<b>DSRA Strategies and Implementation Leadership</b>			
<b>Steering Committee: Overall Coordination</b> <u>DSRA Co-Directors</u> <ul style="list-style-type: none"> <li>▪ Carol Hirota, Stockton School for Adults</li> <li>▪ Kathleen Hart, President, Delta College</li> </ul>			
<b>Regional Leadership</b>	<b>Pathways and Access</b>	<b>Transition and Support Services</b>	<b>Instructional Effectiveness</b>
<b>Steering Committee</b> <u>DSRA Co-Directors</u> <ul style="list-style-type: none"> <li>▪ Carol Hirota, Stockton School for Adults</li> <li>▪ Kathleen Hart, President, Delta College</li> </ul>	<b>Pathway Development Team</b> <u>Co-Chairs</u> <ul style="list-style-type: none"> <li>▪ Deborah Chiene, Director, Lodi Adult School</li> <li>▪ Salvador Vargas, CTE Dean, Delta College</li> </ul>	<b>Transition Development Team</b> <u>Co-Chairs</u> <ul style="list-style-type: none"> <li>▪ Ken Churchill, Counselor/Policy to Performance Grant Lead, Stockton School for Adults</li> <li>▪ Lisa Cooper, Dean, Enrollment Services and Student Development, Delta College</li> </ul>	<b>Program Alignment Team</b> <u>Co-Chairs</u> <ul style="list-style-type: none"> <li>▪ Dave Pickering, Director, Tracy Adult School</li> <li>▪ Diane Medeiros, Director, Manteca Adult School</li> <li>▪ Joe Gonzales, Dean, Language Arts, Delta College</li> </ul>
RL1 Participate in regional leadership for a competitive and equitable region RL2 Develop DSRA's collaborative infrastructure and data systems RL3 Increase resources to promote access and success RL4 Provide professional development to support effective collaboration and consortium operations	PA1 Conduct periodic community and workforce needs assessment PA2 Create bridges to educational and career pathways PA3 Maintain and expand access for all geographic areas and populations PA4 Provide professional development to support pathways and access	TD1 Provide effective intake, advising and wraparound support services TD2 Provide transition support services TD3 Coordinate student outreach and communication TD4 Provide professional development to support effective transition and support services	IE1 Explore opportunities for articulation, dual enrollment and co-location IE2 Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways IE3 Align adult school and community college assessments, curriculum and pedagogy IE4 Provide professional development to support program alignment and effectiveness

## Strategy Area 1: Regional Leadership

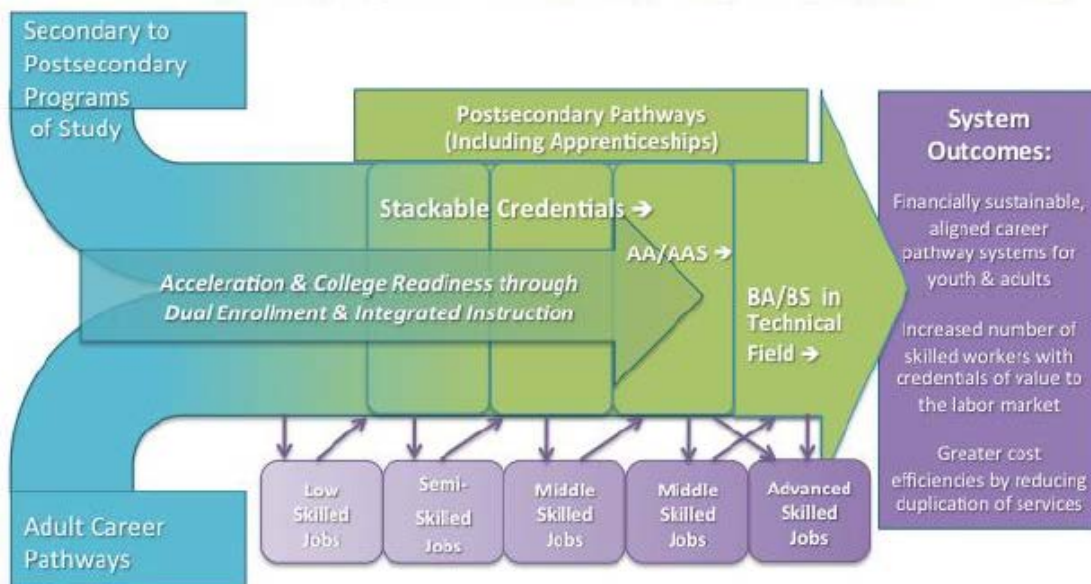
DSRA provides regional leadership to advance adult learners' goal achievement. The Alliance's leadership leverages regional pathway initiatives, while maintaining a clear focus on the needs of low-skill adults.

As described in this section, DSRA represents the adult education mission on regional educational and economic organizations. DSRA members currently serve on or have institutional relationships with the WIB, the County Office of Education, and other bodies. By actively participating in existing structures, DSRA promotes a cost-effective and coordinated approach to employer engagement, pathway development and service delivery, as shown in Figure 4.

Under Strategy RL 2, DSRA is the champion of the unique needs of adult learners and the regional coordinator of a collaborative planning and service delivery infrastructure. A key focus will be to create appropriate bridges for adult learners to broader pathway systems. Another goal is to promote collaboration and leveraging of resources within and among adult education providers. A critical function is to develop a regional asset inventory and to promote the appropriate and efficient sharing of student information.

This strategy also includes resource development (RL3) and professional development related to consortium operations and collaboration (RL4).

**Figure 4: Alignment of Pathway Initiatives**



Source: Jobs for the Future, 2014.

## **RL1 Participate in Regional Leadership for a Competitive and Equitable Region**

DSRA will participate in regional leadership groups to support the development of a competitive and equitable region. Draft action steps include:

1. Convene a meeting with regional leadership/employer groups to create a vision focused on fostering regional economic vitality, e.g., service clubs, chambers, WIB and economic development.
2. Seek leadership positions on key regional bodies, such as CBOs, Delta/OOP, SJ Valley partnership (Fresno state), WIB, business council, Career Pathway Trust, CHL Council and County superintendents. Members already belong to many of these key regional bodies.
3. Integrate adult education into regional workforce development planning, coordination and employer advisory functions
4. Collaborate with civic and community initiatives such as City of Lodi Vision 2020 Plan. Make presentation at local board of superintendents.

## **RL2 Develop DSRA's Collaborative Infrastructure and data systems**

The DSRA Steering Committee will maintain and expand ongoing regional collaboration for adult education across educational, community, social service and business partners to leverage available funding and program expertise. Draft action steps include:

1. Recruit key external partners to serve on the DSRA steering committee, such as WIB/Worknet and Family Resource and Referral (211 Project).
2. Share student data (with privacy protections) on educational plans, transitions, and outcomes, working with Launchboard, Cal-PASS Plus, CalJOBS.
3. Inventory programs and services building on Community Connections and 211.
4. Hire support staff and implement an operational and strategic plan for DSRA.
5. Conduct advocacy and communication to support plan implementation.

## **RL 3 Increase resources to promote access and success**

Develop resources to implement the intensive programming, support services and collaboration needed for best-practice educational pathways. Draft action steps include:

1. Strategically pursue funding opportunities to support adult learners, including Perkins funding, 132, SJCOE adult funding, Deputy Sector Navigator to braid with AB 867. Focus on the seven sectors in the region. Options include CalWorks, scholarship programs, and private philanthropy.
2. Develop capacity to manage multiple funding streams (local, state, federal and private) to support student persistence
3. Raise funds to support transitions by providing textbooks and transportation scholarships.

**RL 4 Provide professional development to support effective collaboration and consortium operations**

DSRA will conduct professional development to support effective operations and collaboration.

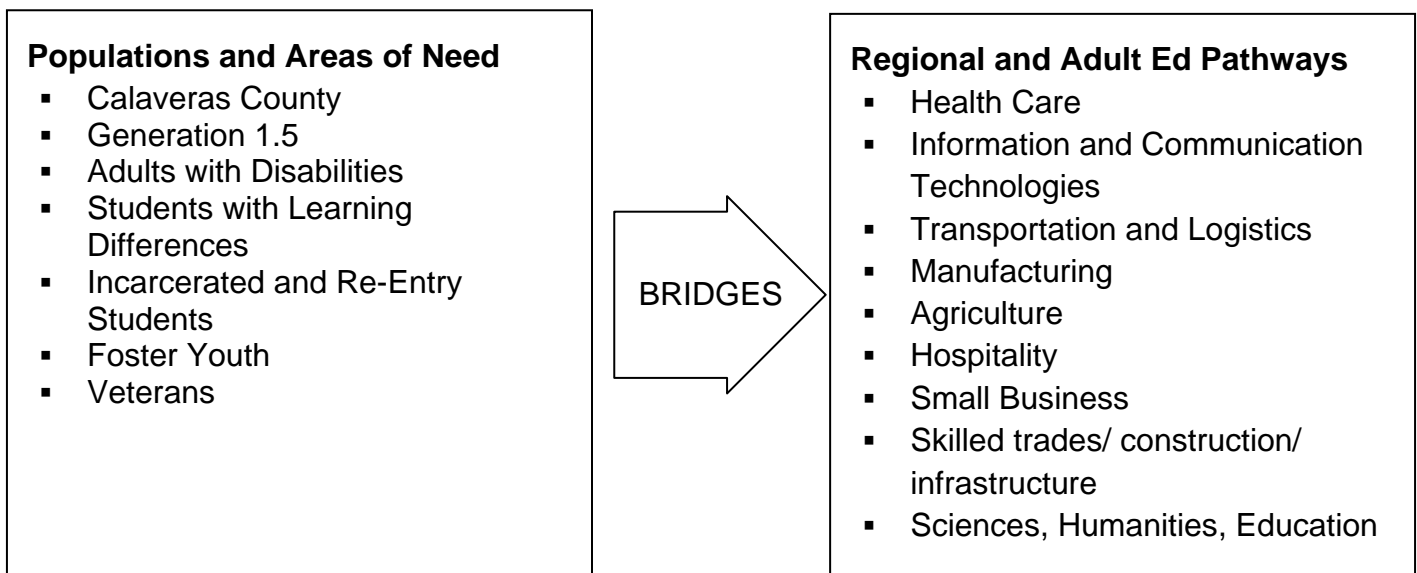
## Strategy Area 2: Pathways and Access

DSRA creates bridges for low-skill adults in the region to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. DSRA conducts ongoing program development based on regularly updated assessments of community and workforce needs.

Under Strategy PA1, DSRA identifies both community and workforce development needs that will inform program development. The needs assessment builds on existing workforce analyses, as well as conducting studies of special population needs. The goal is to link all groups and geographic areas to regional educational and career pathways.

Under Strategy PA2, the Alliance develops bridges to existing pathways for adult learners. The Alliance also partners to develop new pathways of special relevance to identify needs of adult learners that may not be regional priorities, but can serve as gateways to the pathway system. For example, Delta College is exploring an Early Childhood Education pathway, which while not a regional priority, is an in-demand sector among many adult students. Such pathways can accelerate educational attainment, and can be connected to higher-wage pathways through career lattices and bridges.

Under Strategy PA3, DSRA addresses the needs of special populations. The Alliance's goal is to ensure that unique challenges are addressed in the development of bridges into the regional pathway system. Strategy PA4 provides professional development opportunities to promote pathway and access improvements.





### **PA1 Conduct periodic community and workforce needs assessments**

Assess multiple community and workforce need indicators to identify need for new or modified programs. Need indicators include workforce development, demographics, and needs of special populations (veterans, adults with disabilities, re-entry). Draft action steps include:

1. Conduct periodic regional needs assessments (2-3 year cycle).
2. Interpret and supplement regional needs assessment data for local initiatives.

### **PA2 Create bridges to educational and career pathways**

Develop integrated and contextualized programs based on community needs and regional career and college pathways. Draft action steps include:

1. Assess workforce trends, demographics and special population needs
2. Build on expertise at Delta, member school districts and the county to provide professional development and technical assistance on design of career pathways, bridge programs, dual/concurrent enrollment
3. Identify priority educational and career pathways
4. Develop bridges to connect students to high DSRA regional college and career pathways
5. Develop a targeted bridge strategy to connect apprenticeships, including pre-bridge approaches.

### **PA 3 Maintain and expand access for all geographic areas and populations**

Build on community needs assessment from PA1 to increase access to educational opportunities for the hardest to serve populations by creating on-ramps to educational pathways and targeted support.

The Draft Action Steps in this section are to expand access and success for demographic groups that are important to the mission of AB 86. Each group represents unique strengths, opportunities and challenges. There are two specific priorities:

- Maintaining existing adult school capacity: this is necessary to prevent any further erosion of access from the almost 50% reductions from 2008-09.
- Expand capacity to address need: Based on the demographic indicators of need presented in the July report, and the need to gradually ramp up the service expansion, DSRA will deliver 30% more services in 2015-16 than in 2013-14.

The core principle is to ***create on-ramps and bridges to the core programs and services of the DSRA*** coalition, as opposed to setting up completely specialized pathways or programs. Therefore the strategies here will inform the implementation of all the strategies of the plan. Options include:

- Create on-ramps and specialized pathways to educational pathways – see T2
- Enhanced partnerships with community partners to leverage resources
- Teaching and learning strategies customized to the group's needs

- Targeted support services for special populations, including cohorts, mentors
- Online, blended, and flipped learning models
- Alternative time, place and location, and transportation strategies

## Areas

1. **Calaveras County:** Calaveras County currently does not have an adult school. This strategy is to partner with Calaveras county agencies and community groups to create access to services.
2. **Generation 1.5 Students:** US-schooled long-term language learners benefit from focused strengthening of academic language skills. This strategy is to define the need, review promising practices from the research, and support instructors to develop effective responses. There is also an important cultural competency component to this work.
3. **Adults with Disabilities:** Adults with intellectual or developmental disabilities benefit from a range of service approaches. This strategy is to define the need and support instructors to develop effective responses.
4. **Students with Undiagnosed Learning Disabilities:** A high proportion of under-educated adults have undiagnosed learning disabilities. This strategy is to define the need and develop appropriate responses, especially approaches that build on generally applicable learning success strategies such as contextualization, individualization and learning cohorts.
5. **Incarcerated and Re-Entry Students:** Formerly incarcerated residents face multiple challenges, including limitations on employment options. This strategy is to define the need, review promising practices from the research, and support instructors to develop effective responses.
6. **Foster Youth:** Foster youth and those aging out of services need focused support. This strategy is to partner with public agencies and community groups to promote the highest level of access and success to educational and career pathways.
7. **Veterans:** Veterans have both strengths and challenges, and can benefit from focused approaches. This strategy is to partner with public agencies and community groups to promote the highest level of access and success to educational and career pathways.

## PA4 Provide professional development to support pathways and access

DSRA conducts professional development to support effective needs assessment and bridges and pathway development. DSRA provides regional professional development opportunities for all members and partners, and supports cross-agency learning communities.

### **Strategy Area 3: Transition and Support Services**

DSRA provides support services that are designed to support adult learners to succeed. Starting with a commonly used intake process, DSRA ensures that students are supported at all points of their education and career development process.

Under TD1, DSRA uses a consistent intake process across partners. Students are exposed early to career pathway options, including the viability of attaining progressively higher levels of education and income over time. DSRA also prioritizes the removal of barriers to persistence and success such as child care, transportation, and income.

Under TD2, the Alliance provides dedicated and well-structure transition services. Transition advisors or counselors guide students through the transition. College tours and academic success classes familiarize students with post-secondary expectations.

Under TD3, DSRA reaches out to students and communities to communicate the pathway approach and encourage high-expectations.

Under TD4, the Alliance promotes skill building and learning in the best practices for support service delivery.

#### **TD1 Provide effective intake, advising and wraparound support services**

Develop an aligned intake and educational/career planning, placement and support services delivery approach. Build on Delta's basic skills and student equity planning, and innovations and success strategies in the adult schools such as CalPro and Otan. Draft action steps:

1. Implement consistent assessment, intake and planning processes across the DSRA partnership. Develop a singular form and explore ways to align with community college statewide common assessment initiative.
2. Expand career and educational assessment and advising at the adult schools
3. Develop a course on career exploration, college readiness, and soft-skills for adult students
4. Expand access to support services to remove barriers
5. Conduct cross-trainings to expand students' career pathway awareness and ensure ongoing exchange of current program information among DSRA partners

#### **TD2 Provide transition support services**

Assist students to enter college fully aware and prepared for the academic expectations at the college level and know of available support services for assistance as needed. Draft action steps include:

1. Develop a commonly used and mutually understood Delta College intake and referral form that includes a checklist of steps for students to follow
2. Create a Delta new student orientation tailored to the needs and schedules of adult students

3. Fund transition advisers at each adult school to facilitate students' matriculation to community college
4. Organize and host workshops, presentations, speakers, and college tours on career options and development for adult school students and their support network
5. Develop intensive cohort bridge programs that can move students to existing Delta College pathways and services (e.g., a learning community at Delta College for adult school students and connections to EOPS)
6. Enhance coordination with community services that can provide culturally sensitive or culturally appropriate assistance, for example, the Community Connections website.

### **TD3 Coordinate student outreach and communication**

Develop a coordinated outreach and recruitment approach for the aligned system. Draft action steps include:

1. Increase outreach through social and local media, campus visits, and participation in community events
2. Develop and share student testimonials and success stories
3. Develop community-wide, combined orientations on adult education options
4. Involve employers in marketing the education opportunities, including information on local employment opportunities.

### **TD4 Provide professional development to support effective transition and support services**

Support skill building for transition and support services, including cross-agency learning communities.

## **Strategy Area 4: Instructional Effectiveness**

DSRA supports instructors in implementing best practices. A core approach is to support instructor-to-instructor collaboration to review, adapt and implement promising practices.

Under IE1, DSRA brings practitioners together to review curricula, schedules, and other factors. The goal is to allow adult learners to experience college-level education in a carefully planned way, so as to increase their competence and confidence.

Under IE2, the consortium directly supports the integration and contextualization of ESL and ABE/ASE to career exploration and pathways. This also relies on instructor leadership to meet to discuss mutual needs and identify areas of shared interest. An important concept for lower-skill adult learners is contextualizing to multiple objectives, including career, life skills and soft skills.

Under IE3, DSRA brings together faculty and instructors from the adult schools and Delta College to compare and map curricula, and to discuss their respective teaching and learning strategies. The purpose is to develop a shared understanding as the basis for aligning curriculum and pedagogy. A goal is also to promote peer-to-peer learning and the development of innovations.

Under IE4, the Alliance provides a robust program of shared regional professional development to promote the local adaptation of promising practices such as:

- Individualized and differentiated instruction
- Compressed, intensive courses
- Team teaching
- Online / flipped / hybrid teaching models
- Academic supports (supplemental instruction, cohorts, tutoring)
- Supports and accommodations for students with learning differences

### **IE1 Explore opportunities for articulation, dual enrollment and co-location**

Allow students to accelerate their completion of college-level classes and gain experience in college expectations and norms. Draft action steps include:

1. Articulate Adult School Courses: Analyze regulations and develop agreements, if possible, to articulate adult school courses for community college credit
2. Explore Dual / Concurrent Enrollment: Develop agreements to offer dual/concurrent enrollment.
3. Co-Located Classes: Based on mapping of courses and pedagogy (E2) and pathway development (T2), develop college classes to be developed at adult school sites.

### **IE2 Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways**

Align ABE/ASE and ESL to broadly relevant career topics and concepts as well as specific pathways. Draft action steps include:

1. Support pathways identified under PA2 by convening CTE, basic skills and ESL faculty to develop integration and contextualization strategies.
2. Develop curriculum contextualized to multiple objectives (college, career, life skills): Develop ABE/ASE and ESL curricula that promote college and career awareness and develop critical life and soft-skills. Contextualize to examples from regional college and career pathways.

**IE3 Align adult school and community college assessments, curriculum and pedagogy**

Continue and expand the 2014 instructor collaboration on curriculum mapping to improve the alignment of courses and assessments. Include discussion and alignment of both curriculum and pedagogy. The goal is to allow adult school students to seamlessly transition to college.

**IE4 Provide professional development to support program alignment and effectiveness**

Support faculty/teachers to expand their existing effective classroom practices and evaluate and adapt promising instructional practices from other disciplines and institutions. Areas include:

- Individualized and differentiated instruction
- Compressed, intensive courses
- Team teaching
- Online / flipped / hybrid teaching models
- Academic supports (supplemental instruction, cohorts, tutoring)
- Supports and accommodations for students with learning differences

## **V. Implementation and Sustainability**

The Delta Sierra Regional Alliance will implement and sustain an action program for an integrated system serving adult learners.

### **Ongoing Consortium Role**

The Delta Sierra Regional Alliance will play an ongoing role to:

- Support implementation
- Maintain the collective vision and plan
- Monitor student results
- Ensure ongoing relevance of plans and strategies

### **Ongoing Communication and Partnership**

DSRA is committed to ongoing partnership and collaboration with all organizations with key roles in realizing the vision for expanded adult learner access and success. The plan will be implemented through existing processes for dialog and consultation, as well as new forums to bring partners together in collaboration.

### **Plan Update Cycle and Process**

The Delta Sierra Regional Alliance will update this plan every three years to ensure relevance to changing conditions. The plan update will include:

- Input from faculty, teachers, administrators, school counselors, administrators from all schools and colleges
- Stakeholder input
- Review of need data
- Review of implementation success and issues
- Review of promising practices

## COE Appendix C Tables



**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants**

Transition	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Between and among education and support service providers; transitions to the workforce and workforce agencies.	PA1 Conduct periodic community and workforce needs assessment	Adult schools: counselors and teachers. Community colleges: faculty, deans, workforce development. Input from students, employers, and community partners.	\$72,404	<u>PDT Co-Chairs</u>  Deborah Chiene, Director, Lodi Adult School  Salvador Vargas, CTE Dean, Delta College	TBD	2015-16 to 2017-18
Same as above	PA2 Create bridges to educational and career pathways	Same as above.	\$84,252	<u>PDT Co-Chairs</u>  Deborah Chiene, Director, Lodi Adult School  Salvador Vargas, CTE Dean, Delta College	TBD	2015-16 to 2017-18
Same as above	TD1 Provide effective intake, advising and wraparound support services	Adult school counselors, teachers and administrators. Community college counselors/advising staff, EOPS, DSPS, English, Math and ESL faculty, Common Assessment Initiative team members	\$64,176	<u>TDT Co-Chairs</u>  Ken Churchill, Counselor/Policy to Performance Grant Lead, Stockton School for Adults  Lisa Cooper, Dean, Enrollment Services and Student Development, Delta College	TBD	2015-16 to 2017-18

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants**

Transition	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Same as above	TD2 Provide transition support services	Adult school teachers, administrators, intake specialists. Community college counselors. Partners: Apprenticeship programs	\$47,655	<u>TDT Co-Chairs</u> Ken Churchill, Counselor/Policy to Performance Grant Lead, Stockton School for Adults  Lisa Cooper, Dean, Enrollment Services and Student Development, Delta College	TBD	2015-16 to 2017-18
Same as above	TD4 Provide professional development to support effective transition and support services	Adults school, community college, educational partner, and external partner staff.	\$28,814	<u>TDT Co-Chairs</u> Ken Churchill, Counselor/Policy to Performance Grant Lead, Stockton School for Adults  Lisa Cooper, Dean, Enrollment Services and Student Development, Delta College	TBD	2015-16 to 2017-18

<b>Table 4.1: Implementation Strategies to Address Identified Gaps</b>						
<b>Description of the Gap</b>	<b>Strategies to Address the Gap</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Gaps in regional coordination	RL1 Participate in regional leadership	DSRA Steering Committee, regional partners	\$12,177	<u>DSRA Co-Directors</u> Carol Hirota, Stockton School for Adults  Kathleen Hart, President, Delta College	TBD	2015-16 to 2017-18
Gaps in alignment between and among providers and external partners, especially gaps in information	RL2 Develop DSRA's collaborative infrastructure	Staff, information systems expertise	\$1,976,012	<u>DSRA Co-Directors</u> Carol Hirota, Stockton School for Adults  Kathleen Hart, President, Delta College	TBD	2015-16 to 2017-18
Gaps in resources to provide high quality services	RL3 Increase resources for access and success	Grant-writing, strategic partnerships, policy-maker support	\$16,455	<u>DSRA Co-Directors</u> Carol Hirota, Stockton School for Adults  Kathleen Hart, President, Delta College	TBD	2015-16 to 2017-18
Gaps in regional coordination	RL4 Provide professional	Technical assistance	\$30,459	<u>DSRA Co-Directors</u> Carol Hirota,	TBD	2015-16 to 2017-18

**Table 4.1: Implementation Strategies to Address Identified Gaps**

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	development for collaboration and consortium operations			Stockton School for Adults  Kathleen Hart, President, Delta College		
Gaps related to the delivery of services to Calaveras County, Generation 1.5, Adults with Disabilities, Students with Learning Differences, Incarcerated and Re-Entry Students, Foster Youth, Veterans	PA3 Maintain and expand access for all geographic areas and populations	Adult schools: teachers, administrators, counselors. Community colleges: faculty, administrators. Partners: County Offices of Education, Libraries, public agencies, CBO's faith and community organizations, employers	\$7,811,307	<u>PDT Co-Chairs</u> Deborah Chiene, Director, Lodi Adult School Salvador Vargas, CTE Dean, Delta College	TBD	2015-16 to 2017-18
Same as above	PA4 Provide professional development to support pathways and access	Adult school, community college, educational partner, and external partner staff.	\$37,041	<u>PDT Co-Chairs</u> Deborah Chiene, Director, Lodi Adult School Salvador Vargas, CTE Dean, Delta	TBD	2015-16 to 2017-18

**Table 4.1: Implementation Strategies to Address Identified Gaps**

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
				College		
Same as above	TD3 Coordinate student outreach and communication	AS: teachers, administrators, intake specialists. CC: counselors. Partners: Apprenticeship programs	\$59,239	<u>TDT Co-Chairs</u> Ken Churchill, Counselor/Policy to Performance Grant Lead, Stockton School for Adults  Lisa Cooper, Dean, Enrollment Services and Student Development, Delta College	TBD	2015-16 to 2017-18

**Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals**

Approach	Implementation Tasks	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
IE1 Explore opportunities for articulation, dual enrollment and co-location	1. Articulate AS courses 2. Dual/ concurrent enrollment 3. Co-located classes	Adults school teachers and administrators. Community college faculty, deans (LA, Math, counseling). Employers	\$45,417	<u>PAT Co-Chairs</u> Dave Pickering, Director, Tracy Adult School Diane Medeiros, Director, Manteca Adult School Joe Gonzales, Dean, Language Arts, Delta College	TBD	2015-16 to 2017-18
IE2 Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways	1. Support pathways identified under PA 2 by convening CTE, ABE/ASE and ESL faculty 2. Develop curriculum contextualized to multiple objectives	Adults school teachers and administrators. Community college faculty, deans (LA, Math, counseling). Employers	\$54,566	<u>PAT Co-Chairs</u> Dave Pickering, Director, Tracy Adult School Diane Medeiros, Director, Manteca Adult School	TBD	2015-16 to 2017-18

**Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals**

Approach	Implementation Tasks	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
				Joe Gonzales, Dean, Language Arts, Delta College		
IE3 Align adult school and community college assessments, curriculum and pedagogy	Continue and expand the 2014 instructor collaboration on curriculum mapping to improve the alignment of courses and assessments.	Adults school teachers and administrators. Community college faculty, deans (LA, Math, counseling). Employers	\$48,445	<u>PAT Co-Chairs</u> Dave Pickering, Director, Tracy Adult School Diane Medeiros, Director, Manteca Adult School Joe Gonzales, Dean, Language Arts, Delta College	TBD	2015-16 to 2017-18

**Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals**

Approach	Implementation Tasks	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
IE4 Provide professional development to support program alignment and effectiveness	Support faculty/teachers to expand their existing effective classroom practices and evaluate and adapt promising instructional practices from other disciplines and institutions.	Adults school teachers and administrators. Community college faculty, deans (LA, Math, counseling). Employers	\$42,373	<u>PAT Co-Chairs</u> Dave Pickering, Director, Tracy Adult School Diane Medeiros, Director, Manteca Adult School Joe Gonzales, Dean, Language Arts, Delta College	TBD	2015-16 to 2017-18



**Table 6.1 Current Professional Development**

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
College and career readiness standards	Stockton School for Adults is conducting instructor-led updating of curriculum to align to the College and Career Readiness Standards (Pimentel).	1 and 2	Included in costs below.
Acceleration	Delta College has developed acceleration strategies for basic skills	1 and 2	Included in costs below.

**Table 6.2 Collaborative Professional Development Plan**

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Discovering and meeting students where they are	<p>Joint trainings, experiential learning, and action research projects to achieve two goals:</p> <ul style="list-style-type: none"> <li>▪ Understand the life circumstances, strengths and challenges of adult learners.</li> <li>▪ Based on a grounded understanding of students, develop competencies in working effectively with students from point of entry through initial education, transition to post-secondary and entry</li> </ul>	All	Included in costs below.

	into employment.		
Developing clear career and life goals	Joint trainings, experiential learning, and action research projects to support students to “Get Focused and Stay Focused”.		
Andragogy	<p>Joint trainings, experiential learning, and action research projects to expand teaching and learning effectiveness including:</p> <ul style="list-style-type: none"> <li>▪ Competency-based education</li> <li>▪ Individualized and differentiated instruction</li> <li>▪ Peer-supported learning</li> <li>▪ Supplemental instruction</li> <li>▪ Online and hybrid instruction</li> <li>▪ Contextualized instruction</li> <li>▪ Team teaching</li> </ul>	All	Included in costs below.
Strategies related to objectives 3, 4 and 5	Support professional learning communities of adult school and community college faculty	All	Included in specific strategies
Strategies related to objectives 3, 4 and 5	<p>Conduct ongoing regional professional development</p> <p>See RL4, PA4, TD4, and IE4</p>	All	See RL4, PA4, TD4, and IE4

**Table 7.1 Leverage of Existing Regional Structures from Partners**

NOTE: This table reflects partners' initial indication of potential partnership areas and does not reflect commitments to collaborate.

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Lodi District Chamber of Commerce Partners in Education (PIE)	All	Mentoring, Community organizer/convener for workforce development and economic development for Lodi	Adult Schools and Delta College	TBD	2015-16
El Concilio/Council for Spanish Speakers	All	Literacy, GED or High School Diploma, ESL, Tutoring, General Counseling, Career Development Services , Support Services , Cal Works Work Force Development (Career Dev), Support: Child care, financial support, tutoring	Adult Schools and Delta College	TBD	2015-16
SJ County Worknet (WIB)	All CTE	Assessment, Case Management, Occupational Training, Career Development Services , Support Services Occ Train: Eligible participants access classroom and/or on-the-job training through worknet funded programs.  Car Dev: Orientations to help individuals become more employable (resume, interviewing skills, job search techniques) Referrals to open jobs, training as described above  SS: For enrolled participants, limited access to supportive services like transpo, childcare, uniforms, books, tools and other items/services that are barriers to employment.	Adult Schools and Delta College	TBD	2015-16
CA Human Development	All	GED or High School Diploma, Case Management, Occupational Training, ESL Occ Train: Truck driving, forklift operation, construction	Adult Schools and Delta College	TBD	2015-16
Stockton/ SJ Public Library	All	Literacy, Assessment, Tutoring	Adult Schools and	TBD	2015-16

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
			Delta College		
Greater Stockton Chamber of Commerce, Business Education Alliance	ABE/ASE ESL CTE	Literacy, Occupational Training, Career Development Services , Support Services  Occ. Training: Resume workshops, mock interviews, etc. tours  Car Dev: Career fairs, biz speakers in the class, volunteer opps, internships, potential job opps.  SS: SCAP-SE apprentice program with case management through calworks with direct placement into the workforce with our members  Other: Identify needs of businesses and inform SUSD	Adult Schools and Delta College	TBD	2015-16
Catholic Charities of the Diocese of Stockton	All	Case Management, ESL, General Counseling, Support Services SS: Health services Food/hunger Transportation Environmental  Other: Naturalization/citizenship	Adult Schools and Delta College	TBD	2015-16
SJ Area Apprenticeship Coordinators Association	CTE/Apprenticeship	Occupational Training, Support Services. 2-4 year construction trades apprenticeship training. Apprentices are employed while in the program	Adult Schools and Delta College	TBD	2015-16
Calaveras County Office of Education	All	Occupational Training, Mentoring, General Counseling, Career Development Services. Career Dev: Our program provides the career education (free) good paying job-wage increases	Adult Schools and Delta College	TBD	2015-16

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Head Start Child Development Council	All	Literacy, Case Management, General Counseling, Support Services	Adult Schools and Delta College	TBD	2015-16
Family Resource and Referral Center	All	<p>Literacy, Assessment, Case Management, Occupational Training, Mentoring, General Counseling            Occ. Train: Workshops and training for parents and child care providers on parenting skills, health and nutrition, quality care, early start and child development topics</p> <p>Car. Dev: We have a program CCIP that teaches and offers classes and support to child care providers to become a licensed provider through the state.</p> <p>SS: We offer direct support services such as subsidized child care @ no cost or low cost for parents to be able to work or attend school, for program for child development providers, assessment, screenings for 0-5 teen services, health and nutrition services and school readiness.</p>	Adult Schools and Delta College	TBD	2015-16
Fathers and Families of SJ	All	<p>Literacy, Case Management, Tutoring, Mentoring, General Counseling, Support Services</p> <p>SS: Our agency provides a wide array of services for vulnerable populations ie re-entry for formerly incarcerated .....            Straight A Guide Job training class            Mentoring            Parenting classes            SS: Central location next to SJ RTD station, bus passes</p>	Adult Schools and Delta College	TBD	2015-16

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Goodwill Industries	All / AWD	Case Management, Occupational Training Set aside jobs for people with disabilities job search skills work experience sites	Adult Schools and Delta College	TBD	2015-16

\* Indicate the consortium member(s) who will be the users of the contribution.

\*\* Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

## **ACKNOWLEDGEMENTS**

### ***Co-Directors***

Carol Hirota, Director, Stockton School for Adults  
Kathy Hart, President, Delta College

### ***Steering Committee***

Carol Hirota, Stockton School for Adults (DSRA Co-Director)  
Kathy Hart, Delta College, (DSRA Co-Director)  
Dave Pickering, Tracy Adult School  
Deborah Chiene, Lodi Adult School  
Diane Medeiros, Manteca Adult School  
Joe Gonzales, Delta College  
Ken Churchill, Stockton School for Adults  
Lisa Cooper, Delta College  
Salvador Vargas, Delta College

### ***Teams***

#### **Pathway Alignment Team**

Dave Pickering, Tracy Adult School, (PAT Co-Chair)  
Diane Medeiros, Manteca Adult School, (PAT Co-Chair)  
Joe Gonzales, Delta College, (PAT Co-Chair)  
Amber Wolak, Delta College  
Chao Tran, Lodi Adult  
Kelly Kadi, Delta College  
Liliya Becerra, Delta College  
Sheli Ayers, Delta College  
Tanis Hansen, Stockton School for Adults  
Vickey Aubrey, Delta College

#### **Pathways Design Team**

Deborah Chiene, Lodi Adult School, (PDT Co-Chair)  
Salvador Vargas, Delta College, (PDT Co-Chair)  
Carol Hirota, Stockton School for Adults  
Chris Kleinert, San Joaquin County Office of Ed-ROCP  
Dave Pickering, Tracy Adult School  
Diane Fenick, Delta College  
Diane Medeiros, Manteca Adult School  
Diane Oren, Delta College  
Elizabeth Maloney, Delta College  
Ginger Holden, Delta College  
Kathy Hart, Delta College  
Richard Soto, Tracy Adult School  
Shelly Ayers, Delta College  
Ward Andrus, Stockton Unified School District

### **Transitions and Support Services Team**

Ken Churchill, Stockton School for Adults (TDT Co-Chair)

Lisa Cooper, Delta College (TDT Co-Chair)

Amy Courtright, Delta College

Denise Donn, Delta College

Diane Feneck, Delta College

Diane Oren, Delta College

Jazmin Amen, Delta College

Larry Machado, Manteca Adult School

Richard Soto, Tracy Adult School

Trang Do, Lodi Adult School

### ***ALIGN Consulting Team***

Paul Downs, Principal, Paul Downs Consulting

Paul Rosenbloom, Project Manager, ALIGN Consulting Group

Peter Simon, Consultant, Career Ladders Project

June Bayha, Senior Research Associate, WestEd

Cindy Wijma, Researcher, WestEd