



**AB104 Adult Education Block Grant -
Three-Year Consortia Plan Update from AB86 Final
Plan**

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-050

1.2 Consortium Name:

Delta Sierra Regional Alliance (San Joaquin
Delta)

1.3 Primary Contact Name:

Dr. Kathy Hart

1.4 Primary Contact Email:

khart@deltacollege.edu

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below.

Please see the Guidance document for attachment instructions.

Vision and Goals

DSRA's core principles, vision, and goals are the foundation for our collaborative work for student success.

Core Principles

The following core principles and concepts for a redesigned system have emerged during the planning process: (1) honor student strengths and diversity, (2) engage business and community leaders, (3) build a strategic educational partnership, (4) support multiple employment and career options, (5) develop clear and effective pathways and transitions, (6) advocate for adequate and leveraged resources, and (7) build sustainable capacity.

Our Vision: An Integrated Opportunity System for Adults

Our vision for an integrated vision is based on the principles described above, and will be implemented through the Alliance's strategies. 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 College 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.

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.

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.

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.

Strategies and Goals

Strategy 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.

Goals

- 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

Strategy 2: Pathways and Access

Goals

- 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

Strategy 3: Transitions and Support Services

Goals

- 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

Strategy 4: Program Alignment

Goals

- 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

The strategies above align to the AB 86 objectives:

DSRA Strategy Area	AB 86 Objective
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)

2.2a Objective #1: NO UPDATE

2.2b Objective #2: NO UPDATE

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

DSRA will gather information on the needs and promising practices for this program. We anticipate by the end of 2017-18 programs any developed to serve

this need will be developed according to the principles and vision listed above.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

DSRA will gather information on the needs and promising practices for this program. We anticipate by the end of 2017-18 programs any developed to serve this need will be developed according to the principles and vision listed above.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

DSRA will gather information on the needs and promising practices for this program. We anticipate by the end of 2017-18 programs any developed to serve this need will be developed according to the principles and vision listed above.

2.3d Collection and availability of data. (REQUIRED)

DSRA will monitor and collaborate with state efforts to integrate data across AEBG partners. Our vision is to have a for the end of the 2017-18 year is to have a system that allows us to collaboratively manage multiple resource streams and programs to increase positive educational and workforce outcomes for adult learners.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)


DSRA will work collaboratively with all stakeholders to achieve agreements and arrangements to support aligned and appropriate standards across entities and initiatives to maintain and support instructors' ability to perform at the high standards of quality.

2.3f Alignment of academic content and curricula (OPTIONAL)

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

Consortium Member Signature Block

Name:	Kathy Hart
Consortium Member:	Delta College
Email:	khart@deltacollege.edu
Date:	
Signature Box:	<p>Signature:  <small>Kathy Hart (Oct 30, 2015)</small></p> <p>Email: khart@deltacollege.edu</p>

Name:	Deborah Chiene
Consortium Member:	Lodi Unified School District
Email:	dchiene@lodiUSD.net
Date:	
Signature Box:	<p>Signature:  <small>Deborah Chiene (Oct 29, 2015)</small></p> <p>Email: dchiene@lodiUSD.net</p>

Name:

Diane Medeiros

**Consortium
Member:**

Manteca Unified School District

Email:

dmedeiros@musd.net

Date:

Signature Box:

Signature: Diane M. Medeiros
Diane M. Medeiros (Oct 31, 2015)

Email: dmedeiros@musd.net

Name:

Pierre LaLeau

**Consortium
Member:**

River Delta Unified School District

Email:

plaleau@riverdelta.k12.ca.us

Date:

Signature Box:

Signature: Pierre LaLeau
Pierre LaLeau (Oct 30, 2015)

Email: plaleau@rdusd.org

Name:

Dave Pickering

**Consortium
Member:**

Tracy School District

Email:

dpickering@tusd.net

Date:

Signature Box:

Signature: 
Dave Pickering (Oct 30, 2015)

Email: dpickering@tusd.net

Name:

Janine Cuaresma

**Consortium
Member:**

San Joaquin County Office of Education

Email:

jcuaresma@sjcoe.net

Date:

Signature Box:

Signature: 
Janine Cuaresma (Oct 30, 2015)

Email: jcuaresma@sjcoe.net

Name:

Carol Hirota

**Consortium
Member:**

Stockton Unified School District

Email:

chirota@stocktonusd.net

Date:

Signature Box:

Signature: Carol S. Hirota
Carol S. Hirota (Oct 28, 2015)

Email: chirota@stocktonusd.net

Name:

Scott Nanik

**Consortium
Member:**

Calaveras County Office of Education

Email:

snanik@ccoe.k12.ca.us

Date:

Signature Box:

Signature: Scott Nanik
Scott Nanik (Oct 29, 2015)

Email: snanik@ccoe.k12.ca.us