

# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

**Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-50	50 Delta Sierra Alliance

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Hirota, Carol	Stockton School for Adults Principal	(209) 933-7455	chirota@stocktonusd.net
Hart, Kathleen	President/ Superintendent	(209) 954-5018	khart@deltacollege.edu
Maloy, Heather	AEBG Coordinator	(209) 954-5012	hmaloy@deltacollege.edu

### Funding Channel

The consortium has chosen direct funding

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Menges, Jeff	Assistant Controller	(209) 954-5032	jmenge@deltacollege.edu

### Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Hirota, Carol	Stockton Unified School District	(209) 933-7455	chirota@stocktonusd.net	10/13/2015
Kleinert, Chris	San Joaquin County Office of Education	(209) 468-4800	ckleinert@sjcoe.net	09/25/2015
Pickering, Dave	Tracy Joint Unified School District	(209) 830-3384	dpickering@tusd.net	10/13/2015
LaLeau, Pierre	River Delta Joint Unified School District	(707) 374-1719	plaleau@riverdelta.k12.ca.us	10/13/2015
Medeiros, Diane	Manteca Unified School District	(209) 858-7330	dmedeiros@musd.net	10/06/2015
Chiene, Deborah	Lodi Unified School District	(209) 331-7617	dchiene@lodiused.net	10/06/2015
Nanik, Scott	Calaveras County Office of Education	(209) 736-6030	snanik@ccoe.k12.ca.us	08/17/2015
Hart, Kathleen	San Joaquin Delta Community College District	(209) 954-5018	khart@deltacollege.edu	04/04/2016

## Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

**Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)**

- Yes  
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

[dsragovernancetemplate8.10.16.docx](#)

## Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



**Do you have changes to your Organizational Chart? (Select Yes or No)**

- Yes  
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

## Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Each Steering Committee Member Districts that receives funding from the AEBG bears responsibility for reporting allocations, use of funds, and outcomes. With Direct Funding, members will be required to individually track their own expenditures in their own accounting systems and report to Dr. Kathy Hart.

**Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.**

- Yes  
 No

DSRA is a direct-funded consortium. This change is reflected the revised governance plan.

## Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
Tracy Joint Unified School District	\$507,790
Stockton Unified School District	\$3,030,376
Lodi Unified School District	\$1,341,890
San Joaquin County Office of Education	\$49,250
River Delta Joint Unified School District	\$77,750
Calaveras County Office of Education	\$49,250
San Joaquin Delta Community College District	\$1,625,511
Manteca Unified School District	\$1,258,426
<b>Total</b>	<b>\$7,940,243</b>

## Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

### Executive Summary

*Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.*

During the 2016-17 school year the Delta Sierra Regional Alliance will continue to work together to keep:

- Developing a coordinated, seamless and aligned system for adult learners in our region
- Connecting adults to ongoing educational and career opportunities
- Expediting the educational and career development process to be as quick and effective as possible
- Better understanding how students move through our institutions and how we can better support them to meet their goals
- Optimizing and maximizing the resources available to serve students
- Increasing mutual understanding and awareness of our respective activities to promote student transitions and success.

DSRA will continue developing and implementing the integrated Pathway Bridge model for adults progressive levels of transition:

- Bridge Prep: Intentional focus on work and community integration by embedding work and social skills into beginning adult basic education and ESL
- Bridge 1: Low intermediate reading, writing, speaking and math contextualized to multiple occupations: Allied Health, Manufacturing, Small Business, Logistics, ECE, Building Trades
- Bridge 2: Occupationally specific bridge using dual enrollment, cohorts, work experience
- College or other CTE training: stackable certificate programs leading to family sustaining careers

The work of the DSRA is supported by a dedicated leadership team and steering committee as well as teams made up of DSRA administrators, faculty, teachers and counselors.

- The Bridge Prep Team works very closely with the DSRA teachers in developing a common language, shared skills framework and relationship and team building. The Bridge Prep team is developing a coordinated approach to curriculum for the initial stages of the pathway bridge model.

- The Transitions Team implements activities to support adult students transitioning to Delta College including a campus tour, orientation and assessment. The team supported the development of a Regional Transition Coordinator position that will be hired during the 2016-17 school year and will continue to work together to support adult school students who are planning to or have transitioned to Delta College or other educational or employment opportunities.

- The Bridge 2 Team is developing career pathways in the Allied Health and Logistics fields. The Allied Health pathway is being developed with input from local employer in coordination with the Community Health Leadership Council.

Key highlights of 2015-16 include:

- Building broad awareness across the consortium of the pathway bridge model and supporting local implementation through the work of strategy teams and professional development.
- Adding needed courses across the region for adult learners. In Lodi, the number of ESL course offerings was doubled.
- Developing targeted and regionally appropriate career technical education programs. Manteca Adult school is now offering logistics and welding certificates.
- Planning for providing adult education programming in Calaveras County where programming was previously discontinued.
- Supporting adult school student transitions through tours and enrollment assistance programs at Delta College.
- Developing a Regional Transition Manager position at Delta College that will support the transitions activities of

## all DSRA schools and students

- Developing a DSRA website and outreach and communications program
- Supporting professional development for DSRA faculty and teachers through ongoing workshops.

## Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Cal-LEARN	CBO	
California Human Development	CBO	GED or High School Diploma, Case Management, Occupational Training, and ESL.
Catholic Charities of the Diocese of Stockton	CBO	Case Management, ESL, General Counseling, Support Services
Community Partnership for Families	CBO	
County Probation	Public Agency	Referrals GED Prep
El Concilio/ Council for Spanish Speaking	CBO	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
Family Resource and Referral Center	CBO	Literacy, Assessment, Case Management, Occupational Training, Mentoring, General Counseling
Fathers and Families of San Joaquin	CBO	Literacy, Case Management, Tutoring, Mentoring, General Counseling, Support Services
Goodwill Industries	CBO	Case Management, Occupational Training
Greater Stockton Chamber of Commerce/Business Education Alliance	CBO	Literacy, Occupational Training, Career Development Services, Support Services
Head Start	CBO	Literacy, Case Management, General Counseling, Support Services
Human Services Agency	Public Agency	Supportive Services
Partners in Education (PIE), Lodi Chamber of Commerce	CBO	Mentoring, Community organizer/convenor for workforce development and economic development for Lodi
San Joaquin & Calaveras Electrical Apprenticeship	CBO	Occupational Training, Mentoring, General Counseling, Career Development Services
San Joaquin Area Apprenticeship Coordinators Association	CBO	Occupational Training, Support Services
San Joaquin County Housing	Public Agency	Support services - subsidized housing linked to economic self-sufficiency goals/needs
San Joaquin County Office of Education	Public Agency	Literacy, GED or High School Diploma, Assessment, Occupational Training, Tutoring, Career Development Services, Support Services, Occupational Training
Workforce Investment Board (WorkNet)	Public Agency	Assessment, Case Management, Occupational Training, Career Development Services, Support Services
YEOP Youth Employment Opportunity Program	CBO	GED or High School Diploma, Case Management, Mentoring, Career Development Services, Support Services

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Through consistent participation on the Steering Committee and ongoing dialogue, collaborative educational programming opportunities are being identified and developed with the San Joaquin County Office of Education.

The County Office has strong apprenticeship program administration experience, serving as one of the largest LEAs in the State for apprenticeships. DSRA and SJCCE are actively exploring opportunities for developing pre-apprenticeship programs for trucking. Trucking has been identified as a high-need employment opportunity in the region and highly appropriate to the adult learners DSRA serves.

In addition, SJCCE representatives are actively participating in the recently established Logistics Pathway Development Team that will explore and address local logistics employment opportunities and their educational needs.

While the opportunities described above are still emerging, they have been supported by an ongoing and collaborative

engagement with SJCOE. This collaboration has the potential to leverage resources and expertise that will ultimately benefit students in the DSRA service area.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

### Lodi Adult School

- Doubled the number of ESL course offerings this year.
- Added an advanced level of ESL which previously was not offered
- Added CASAS for pretesting and student progress tracking in ESL
- Doubled the number of ASE sections offered this year
- Added Aztec software for student remediation in ASE
- Added two sections of Career Foundations courses to prepare students for the workplace and careers
- Added Apex to ASE as an online high school diploma option
- Added ASAP as the new student information system
- In collaboration with the Lodi Industrial Group, added Manufacturing Principles as a short-term CTE course to prepare students for careers in manufacturing
- Contextualized instruction in ASE and ESL aligning with careers in health care

### Stockton School for Adults

- Extended school session from June 6-30, 2016
- Added Edgenuity as online course option in Adult Secondary Education
- Employed additional Adult Education Counselor (1.0 FTE)

### Calaveras County Office of Education

With the funding arriving so late, 15-16 was a planning year. CCOE did not offer Adult Education classes during the year and instead developed the program to restart for 16-17.

### Manteca Adult School

Manteca Adult School has expanded into logistics by offering fork loft certification programs. Manteca Adult School has also added a welding program with the intent of moving toward a welding certification program as well.

### Lodi Adult School

- Finding and employing qualified teachers
- Creating new curriculum
- Aligning health career curriculum with the adult ed curriculum
- Integrating technology within instruction
- Reframing teacher mindsets and teaching methodologies

### Stockton School for Adults

- Identifying gap/need and creating specific career pathway in collaboration with DSRA

### Calaveras County Office of Education

- CCOE did not operate a program for 15-16.

### Manteca Adult School

- Daytime space is a challenge for Manteca Adult School. They do not have enough adult school building space to expand for daytime opportunities.

## Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The Transitions Team developed and coordinated a successful tour and follow-up registration event at Delta College for adult school students. On April 22 (SJDC), 51 students participated from DSRA Adult Schools and the San Joaquin County Office of Education. The tour included classroom visits and a hosted lunch with a student panel featuring students who had made the transition from local adult schools to Delta College.

All of the participating students applied for admission to Delta College. Twenty-seven of the 51 students completed the Delta Assessment and Advising process on May 13. On May 20, 12 students participated in a Delta College tour designed for non-native English speakers.

During the summer and fall 2016, ongoing support will be provided to these transitioning students. Support includes outreach and communication as well as student support events.

Additional success included

- Supporting teacher participation in professional development activities
- Working with local employers and workforce development organizations to identify educational and employment gaps and create curriculum to meet local needs
- Expanding ESL offerings at during convenient times and expanding curriculum focus to address employability skills.

Lodi Adult School

- Managing all the changes, new programs and grant reporting
- Attending multiple meetings (time)
- Identifying time for teachers to attend conferences, meetings, etc. while they are employed as teachers

Manteca Adult School

- Space is a challenge
- Finding qualified personnel to teach CTE courses

## Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures							2016 - 17 Planned Expenditures								
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>								

Key  
▼ = Under  
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[50deltasierra160822170430.csv](http://50deltasierra160822170430.csv)

## Section 4: Consortium Action Plan Review and Update

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

DSRA will continue to use existing tools for all phases of assessment and develop greater levels of alignment across DSRA to be consistent with our Pathway-Bridge model.

#### Initial assessment and placement

- CASAS Reading, Listening, Mathematics
- Writing (REEP Rubric)
- English Oral Communication Interview
- Lodi-Ventures
- Student High School Transcripts
- Students choose their CTE focus

#### Progress assessments

- CASAS Reading, Listening, Mathematics
- Writing (REEP Rubric)
- English Oral Communication Interview
- Student High School Transcripts-course completions
- CTE course completions
- GED exam (pass/fail)
- In Process-CCRS-common formative assessments (rubrics)

#### Moving among the schools

- High School Transcripts
- SJ Delta College-COMPASS (entry test)
- SJ Delta CELSA (ESL)
- GED certificate

#### Resources:

Minnesota Fast TRAC  
 National Work Readiness Certificate  
 ACT WorkKeys  
 National Reporting System (Adult Education)

**What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.**

Name	Vendor	Core Services
No Data		

## Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

DSRA will use existing data tracking tools and build towards a common or aligned management information system for our students to track targeted program outcomes. DSRA will also utilize the forthcoming data dashboard under development by WestEd.

The overall tracking approach is for teachers to report weekly on

- Demographic changes
- Report if students pass GED
- Attendance, Grades, Course credit
- Course completions

#### For WIOA students

- We will continue using CASAS TOPS (tracking of program & students) Enterprise
- Core Performance: a sample follow up with students on employment
- CASAS TOPS Update Record (WIOA)

#### College

Course completions

Certificates

Degrees

Score card metrics

List the systems used for student data tracking. Responses

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
No Data		

## 2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

### Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

DSRA has made strong progress towards the implementation of the 2015-2016 strategies. Highlights included:

- Hiring an AEBG coordinator to assist with all functions of consortium management. The additional staff capacity is key to consortium progress.
- Building successful cross-agency teams comprised of administrators, instructors and counselors focused on developing specific elements of the Pathway Bridge model (Bridge Prep, Allied Health and Transitions Teams).
- Hosting a Delta College tour and registration event for adult school students and providing ongoing support to these transitioning students.

Lessons learned included:

- Repetition is key. Significant time was invested to build member agency understanding of the pathway bridge model. Members now have a shared understanding and orientation towards a common goal.
- Staff support is essential to leveraging the expertise of consortium member agencies. The AEBG Coordinator has been invaluable and the addition of the Regional Transition Coordinator will be a further catalyst for many of the DSRA strategies.
- Tours are an effective method to

Moving forward:

- The consortium will build on the momentum generated during the 2015-16 school year.
- The 2016-17 school year will be devoted to fully developing the pathway bridge model with a goal of broad implementation for the 2016-17 school year.



### Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

**Response:** (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
1. Implement pilot Pathway Bridge Programs Using MN fast track as a model, develop an integrated bridge program for Allied Health and for Logistics. The Bridge Prep, Pathway Development Team and Transitions Teams will respectively develop Bridge Prep/Bridge 1, Bridge 2 (Allied Health), and intake/transition services.	Model curricula, student service approaches, transition agreements for Bridge Prep, Bridge 1 and Bridge 2.  Detailed pathway map for Allied Health and Logistics	Completion of tools and materials for each pathway element.  Engagement of faculty, staff and administrators
2. Transition coordination services DSRA will hire a Regional Transition Coordinator to support warm hand-offs and seamless transition.	Student awareness of transition  Increased transitions  Increased retention	DSRA Steering Committee developmental, formative, and summative assessments of coordinators
3. DSRA collaborative infrastructure Provide fiscal management, data services, facilitation, coordination, and partnership development on behalf of DSRA as a whole. Support the DSRA AEBG coordinator in the fulfillment of state accountability requirements and fiscal management.	Consortium effectiveness  Effective transitions  Leveraged resources Accountability for AB 104 funds.	Collaboration metrics • Member participation • Member assessments of effectiveness • Adherence to plans and agreements • Use of shared agreement for decisions Awareness metrics Student, community partners and staff awareness of the DSRA collaborative approach and aligned programs
4. Provide technology, facilities improvements, equipment, supplies and other supports for effective collaboration and transitions Provide needed resources.	Overall program effectiveness	Program outcomes

### Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

#### 2015-16 Highlights include:

- Expanded offerings at adult schools including at Stockton School for Adults (Summer school)
- Marketing efforts
- Increased use of ASAP as a common SIS
- Field trips for ASE and ESL students to SJDC
- Increased enrollment from Lodi ASE and ESL programs in SJDC
- Increased enrollment from Lodi ASE and ESL programs in Lincoln Tech CTE courses
- Entrance and exit counseling appointments for all ASE students
- More consistent attendance in ESL and ASE classes
- Calaveras County Office of Education
- Hiring an Adult Ed Coordinator/Teacher
- Dedicated new work space for Adult Ed, purchasing laptops, online career guidance software (Virtual Job Shadow) and new online course offerings (Edivate Learn)

#### Lessons learned include:

- Program expansion requires adequate staff capacity
- There is a need for ongoing professional development support to implement the Pathway Bridge concepts. Successful tools such as the Transitions Integration Framework (TIF) need to be supported through continuous information exchange and support by teachers. The Bridge Prep team is playing a lead role in supporting this information exchange.

#### Moving forward:

- DSRA will continue to support member agencies to expand programs and services to meet local needs.
- DSRA will continue to support teachers through targeted professional development

**Objective 4 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
1. Add classes and/or sections in the seven AEBG areas	Literacy gains; certificates/degrees; job entry/retention.	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
2. Explore online and hybrid program delivery	Literacy gains; certificates/degrees; job entry/retention.	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
3. Explore co-location options	Literacy gains; certificates/degrees; job entry/retention.	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
4. Explore transportation options	Literacy gains; certificates/degrees; job entry/retention.	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
5. Provide coordinated outreach and communication to students	Literacy gains; certificates/degrees; job entry/retention.	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

**Objective 5: Acceleration**

*Activities and plans to accelerate student progress toward academic and/or career goals.*

**Highlights**

- Professional Development to increase DSRA member awareness of and fluency with the Pathway Bridge Model including the various levels and potential local level adaptation and integration of the model.
- Delta College tour for Adult School Students 4/22
  - o 51 students participated
- Delta College tour for ESL Adult School Students: 5/20
  - o 12 students participated
- Delta College Advising and Assessment event for Adult School Students: 5/13
  - o 27 students completed registration

**Lessons learned**

- Appreciating the importance of the Bridge Prep level to developing a successful Bridge 1 and Bridge 2 level of the pathway bridge. Bridge Prep is a foundational level and the success of students in following levels depends on a strong foundation.

**Moving forward:**

- Future professional development activities will be a key focus for 2016-17
- Delta College will be a pilot site for the new assessment being implemented through the Common Assessment Initiative.
- DSRA will continue to support professional development at the school level and through the work of targeted teams with a specific focus (Bridge Prep, Bridge 1 and Bridge 2).
- DSRA will continue to explore the potential use of new and emerging technology to support adult learning on various platforms including home computers and mobile devices.

**Objective 5 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
1. Explore opportunities for articulation, dual enrollment and co-location	Literacy gains; certificates/degrees; job entry/retention	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
2. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways instruction, online/hybrid instruction and student services best practices.	Literacy gains; certificates/degrees; job entry/retention	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
3. Align adult school and community college assessments, curriculum and pedagogy	Literacy gains; certificates/degrees; job entry/retention	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys
4. Provide professional development to support program alignment and effectiveness	Literacy gains; certificates/degrees; job entry/retention	Assessment scores Completions of courses/certificates/degrees Employment/Wage surveys

**Objective 6: Shared Professional Development**

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

DSRA has made strong progress towards the implementation of the 15-16 strategies. Highlights included a broad array of DSRA development activities listed below.

- Hosting a Pathway Bridge Institute on 12/5/15
- All Team Gatherings on 2/26/16 and 6/15/16
- Allied Health Team Member Meetings on 1/9/16 and 3/5/16
- o Supporting development of a viable allied health pathway by working with a small leadership team that met 6 times between January-May, 2016.
- Contextualized Teaching and Learning Workshop (4/29)
- Bridge Prep Bridge I Team Meetings on 1/29/16 and 4/15/16
- o Supporting the development of a small group of Bridge Prep Team Leaders
- Transition Team Meetings on 3/30/16, 5/3/16, 5/16/16 and 6/2/16
- o Leaders met multiple times between meetings

Lessons learned included:

- Importance of strategic faculty engagement
- Promoting and supporting professional development within each member agency site
- Importance of conducting professional development/ outreach and overview on pathway bridge potential with existing and potential partners

Moving forward:

- Teams will convene to carry out identified work plans and participate in professional development activities.

**Objective 6 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
1. Support DSRA Implementation Teams through targeted professional development • Program Alignment • Intake and Support Services • Pathway Development Team • Contextualized Teaching and learning • Bridge 1 Development with City Colleges of Chicago/Women Employed consultants • Transitions Integration Framework (TIF) Trainings and pilot	Literacy gains; certificates/degrees; job entry/retention.	
2. Conduct ad hoc professional development	Literacy gains; certificates/degrees; job entry/retention.	
3. Joint trainings, experiential learning, and action research projects	Literacy gains; certificates/degrees; job entry/retention.	

**Objective 7: Leveraging Resources**

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

DSRA has made strong progress towards the implementation of the 15-16 strategies. Highlights included:

- Conducting Member Agency site visits and interviews to better understand local issues and strategize about how to meet the goals of DSRA and the AEBG.
- Hosting a strategy meeting with San Joaquin County WorkNet on 4/18/16 to brief the director on DSRA and identify opportunities for collaboration on the Allied Health Pathway.
- Partnering with Lita Wallach to develop the Allied Health Pathway with a specific focus on employer engagement.
- Partnering with Lita Wallach and Jim Torrens of the National Network of Sector Partnerships to explore developing a San Joaquin area Allied Health Sector partnership in coordination with the existing Community Health Leadership Council (CHLC).
- Building on existing Delta College grants and activities related to logistics and apprenticeships to convene a Logistics Pathway Development Team.

Lessons learned included:

- Resource leveraging with partners is most effective when targeted around a specific program or activity. A key DSRA motto during 2015-16 was “Go Slow to Go Fast,” recognizing that system change requires thoughtful planning, analysis and relationship building.

Moving forward:

- DSRA will build on resource leveraging opportunities and key contacts identified this year to support student success.

**Objective 7 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

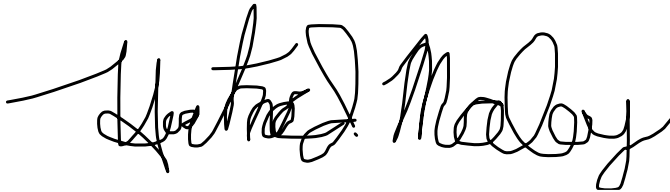
Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
1. Continue periodic partners meetings	See Stakeholder Engagement section above	TBD	TBD	Qualitative analysis of partner understanding  Metrics on contributions (financial an in-kind)
2. Conduct cross training of staff on programs, services and referral methods	Human Services Agency WIB County Probation County Office of Education Adult Schools Delta College	TBD	TBD	Qualitative analysis of partner understanding  Metrics on contributions (financial an in-kind)

## Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

**Signature**


- Click here to confirm that you are ready to submit your Annual Plan.