

50 Delta Sierra Alliance | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

DSRA's 2017-18 plan is consistent with our with 3-year plan and DSRA Vision

In the 2015 Regional Plan we described our mission 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 through viable pathways so adult learners can access the widest array of opportunities for educational advancement, employment, and community contributions.

Accomplishments

The 2016-17 DSRA accomplishments fulfill this vision through the following initiatives:

Meeting the Adult Ed Needs of the Region

- Expanded ESL, ABE and ASE offerings
- Offered courses at community locations such as libraries, community centers and elementary schools
- Further developed the DSRA consortium infrastructure through staff and professional development.
- Developed the Allied Health pathway program

Transitions

- Piloted a Gateway to Health Careers course for ABE/ASE and ESL students. The course is co-taught by a Delta College and Adult School instructors at Stockton School for Adults and Lodi Adult School.
- Continued use of the Transitions Integration Framework, a contextualized curriculum guide, by teachers across the consortium.
- Continued instructor collaboration
- Hired the Regional Transition Manager (RTM) and development of RTM Services including the:

1. Orientation workshop

2. Delta Tour
3. New student startup
 - ESL and Basic Skills alignment at Delta College

Professional Development

- Teacher collaboration
- Conference attendance (AEBG, CCAE, CASAS SI)

Leveraging Resources

- Initiated a Health Sector Partnership with strong industry leadership. This collaborative model will inform future pathway development projects.
- Enhanced WIOA Title II collaboration through meetings with SJ County WorkNet and securing DSRA Representation on the WorkNet Board.
- Worked with employers and developed plans for continued work with partners such as El Concilio.

Primary Goals for 2017-18

Primary goals for 2017-18 are listed below by topic area. These goals will be achieved through a combination of efforts including the development and implementation of both consortium-wide and localized efforts. Local efforts will be supported through agency-level strategic planning. The steering committee will serve as a Professional Learning Network, a key forum for information exchange and support.

Programs and Populations

Expand programs offerings and support in the following areas

- English as a Second Language (ESL)
- Students with special needs
- Elementary and Secondary Basic Skills
- Immigrant integration
- CTE Bridges

Program Development

- Continue to develop enhanced transition support through staffing and programming
- Enhance consortium infrastructure through staff coordination and agency engagement

Staffing (Teachers/ Classified/Admin)

- Develop strategies for adding staffing capacity across the consortium.

Facilities/Locations

- Identify opportunities for and implement programming at community facilities to meet local demand and interest

Marketing and Outreach

- Expand partner outreach to provide programming and enhanced transition and case management support.
- Engage School District leadership to build understanding of and support for Adult Education

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
1) Elementary and Secondary Basic Skills - 5% of need met 2) English as a Second Language - 5% of need met 3) Programs for Adults with Disabilities - less than 1% of need met	Original AB 86 Report Needs Assessment and AEBG Fact Sheets	AEBG Measures of Effectiveness, AEBG Fact Sheet Demographics, member-reported enrollment history and member feedback
4) Career and Technical Education - 2% of need met	Original AB 86 Report Needs Assessment and AEBG Fact Sheets	AEBG Measures of Effectiveness, AEBG Fact Sheet Demographics, member-reported enrollment history and member feedback
5) Pre-Apprenticeships - No programs	Original AB 86 Report Needs Assessment and AEBG Fact Sheets	AEBG Measures of Effectiveness, AEBG Fact Sheet Demographics, member-reported enrollment history and member feedback
6) Workforce Reentry - No programs	Original AB 86 Report Needs Assessment and AEBG Fact Sheets	AEBG Measures of Effectiveness, AEBG Fact Sheet Demographics, member-reported enrollment history and member feedback
7) Adult Training to Support Child School Success - No programs	Original AB 86 Report Needs Assessment and AEBG Fact Sheets	AEBG Measures of Effectiveness, AEBG Fact Sheet Demographics, member-reported enrollment history and member feedback

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Meeting the Need (MN) 1. Steering Committee Learning Community: Ongoing dialogs on innovations and best practices in adult education including:

- Educational program and service design
- Curriculum and instruction
- Staffing
- Facilities and service delivery strategies (alternate locations, time of day, scheduling)
- Use of technology in instruction
- Marketing

Meeting the Need (MN) 2 Member Roles Definition: Agreement on which members will lead development of different CTE programs and other common projects.

Meeting the Need (MN) 3 Strategic Planning for Capacity Building: Strategic planning to enhance member capacity to deliver quality programs and services

Phase 1 - Preparation: Assess needs, review promising practices and consult stakeholders

Phase 2 - Overall Plan: Identify Program Development targets and overall resource needs

Phase 3 - Detailed Capacity Building Plans: Develop detailed plans for Curriculum and Instruction, Staffing, Facilities, Funding, Marketing

Phase 4 - Review, Approval, and 18-19 Budget: Coordinate plans with DSRA members, Get review and approval from Superintendents, and Develop 2018-19 Budgets

Meeting the Need (MN) 4. Assessment of unmet needs and resources: Assess needs and capacity for all AEBG core programs and populations.

- What more do we need to do to serve need for adult education
- Need to understand actual needs of students and potential students

Meeting the Need (MN) 5 Advanced Manufacturing Pathway: Create opportunities for adult learners to enter and advance in advanced manufacturing careers.

Meeting the Need (MN) 6. Transportation / Logistics: Create opportunities for adult learners to enter and advance in transportation and logistics careers.

Meeting the Need (MN) 7. Entrepreneurship Pathway: Create opportunities for adult learners to enter and advance in entrepreneurial careers.

Meeting the Need (MN) 8. Health Sector / Pathway: Create opportunities for adult learners to enter and advance in health careers.

Meeting the Need (MN) 9. Immigrant Integration: Create opportunities for adult learners to operate effectively in American society by connecting them to resources for linguistic, civic and economic integration.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
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.	3 - Somewhat implemented	Overall, we are satisfied with our progress during the 16-17 year. This is an ambitious system transformation project that requires dedicated and ongoing effort. Existing staff capacity and turnover are persistent challenges to full implementation. Staff capacity: Adult school directors and front line staff have multiple duties and often do not have the available time needed to dedicate to moving the project forward more aggressively Staff turnover: 3 of the 4 large adult school directors retired or transitioned out of their position at the conclusion of the 2016-17 School Year. This transition required extra effort be put into coordinating with the incoming directors.	Ongoing work of transitions team Support for new administrators Adult School administrators roundtable Regular DSRA Staff meetings	Continued support through dedicated technical assistance including webinars, conferences, site trainings and on-call consultation with subject area experts Communication toolkit
2. Transition coordination services DSRA will hire a Regional Transition Coordinator to support warm hand-offs and seamless transition.	5 - Fully implemented	n/a	Regional Transition Manager Support (Group and individual)	Professional development and information sharing across consortium for newly hired or existing staff providing transition support to adult learners
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.	5 - Fully implemented		Regular DSRA Staff meetings	
4. Provide technology, facilities improvements, equipment, supplies and other supports for effective collaboration and transitions Provide needed resources.	4 - Mostly implemented	n/a	None	
Professional Development	4 - Mostly implemented		None	

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Transition 1. Aligned Intake: Adopt common elements in member intake process
Explore co-enrollment in WIOA Title I and other support services

Transition 2. Integrated Assessments: Pursue efforts to achieve regional and local integration of assessments (Academic, career, personal barriers)

- Investigate multiple methods assessments for academic placement
- Align career assessments

Transition 3. Common orientation framework: Implement aligned orientations (School-wide, classroom & counselor orientations)

Transition 4. Transition Services: Academic, career, personal and transition advising

- Investigate best practices for advising and counseling
- Build on capacity of adult school counseling in partnership with enhanced transition advising and case management

Transition 5. Assessment of Goal Achievement: Develop framework to assess student goal achievement

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
1. Explore opportunities for articulation, dual enrollment and co-location	3 - Somewhat implemented	Implementation ongoing	Teachers are meeting as part of the Bridge Prep-Learning Innovation Team. This team is comprised of Adult School and Delta College ABE/ASE and ESL instructors. The team has divided into specific Subject Area Teams to allow for exploration of key topics in greater depth.	Continued support through dedicated technical assistance including webinars, conferences, site trainings and on-call consultation with subject area experts
2. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways instruction, online/hybrid instruction and student services best practices.	3 - Somewhat implemented	Implementation ongoing	Ad-hoc or content-specific teacher work groups and informal information exchanges between adult school directors	Stronger direction and guidance on a preferred assessment platform and potential software tools
3. Align adult school and community college assessments, curriculum and pedagogy	2 - Mostly not implemented	Unclear direction from the state	Clear policy guidance and related technical support	Clear policy guidance and related technical support
4. Provide professional development to support program alignment and effectiveness	4 - Mostly implemented	n/a	Member agency level strategic planning to identify professional development needs across staff and develop an implementable and achievable Professional Development strategy	Professional Development offered through the TAP

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Acceleration 1. Investigation of Acceleration Options: Develop common understanding of acceleration strategies and assessing options and prioritizing options for pilot tests. Learn from the experiences with Delta College and Stockton School for Adults with acceleration strategies to define a acceleration development strategy:

- Professional Development: Engage DSRA leadership in learning about best practice models and what leadership needs to do to support acceleration strategies
- Data: Use research and data to (A) identify bottlenecks and leakage points where students struggle or drop out and (B) to assess the results of acceleration strategies
- Pilots: Launch efforts to test acceleration strategies

Acceleration 2. Acceleration Projects: Providing technical assistance and other supports to implement acceleration approaches

Acceleration 3. Bridge Prep: Continuing support of the Learning Innovations Team activities, including integration with acceleration approaches

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
<p>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</p>	<p>4 - Mostly implemented</p>	<p>n/a</p>	<p>Member agency level strategic planning to identify professional development needs across staff and develop an implementable and achievable Professional Development strategy.</p> <p>Continued targeted Consortium-wide professional development.</p> <p>Site-level PD as needed.</p> <p>Content-specific work groups or teams to address key topics. The Data and Accountability team is the newest team.</p> <p>Conference attendance</p> <p>Participating in AEBG TA</p>	<p>Continued support through dedicated technical assistance including webinars, conferences, site trainings and on-call consultation with subject area experts</p>
<p>2. Conduct ad hoc professional development</p>	<p>4 - Mostly implemented</p>	<p>n/a</p>	<p>Continued targeted Consortium-wide professional development</p> <p>Site-level PD as needed</p> <p>Content-specific work groups or teams to address key topics. The Data and Accountability team is the newest team.</p> <p>Conference attendance</p> <p>Participating in AEBG TA</p>	

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
3. Joint trainings, experiential learning, and action research projects	4 - Mostly implemented	n/a	Continued targeted Consortium-wide professional development Site-level PD as needed Content-specific work groups or teams to address key topics. The Data and Accountability team is the newest team. Conference attendance Participating in AEBG TA	

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Professional Development 1. Priority Conferences: Participate in priority professional development events:

- California Adult Education Administrators Association
- CCAE: California Council on Adult Education
- CASAS
- NCPN: National Career Pathways Network

Professional Development 2. Professional Development Assessment, Plan and Activities: Develop a consortium-wide PD needs assessment, plan and implementation strategy. Conduct professional development activities that include teachers, admin, counselors, and classified staff

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
1. Continue periodic partners meetings	2 - Mostly not implemented	The project has been more internally focused to date. The coming year provides an opportunity for targeted and strategic partner outreach	Continued ongoing meetings with WIB. Site tours and informational exchange Partner convening in Fall, 2017 Identifying opportunities to leverage related programs with partners to meet regional educational need Especially <ul style="list-style-type: none"> • Housing • CalWorks • California Human Development • El Concilio Coordinating with regional and localized poverty reduction and quality of life improvement coalitions such as the South Stockton Revitalization project	Continued support through dedicated technical assistance including webinars, conferences, site trainings and on-call consultation with subject area experts Communication toolkits and coordinated outreach to state level partner umbrella organizations to introduce and describe AEBG.
2. Conduct cross training of staff on programs, services and referral methods	2 - Mostly not implemented	Project has been more internally focused to date. The coming year provides an opportunity for targeted and strategic cross-training of staff as appropriate	Initial informal information exchanges to identify relevant training opportunities followed by dedicated trainings as appropriate	Clear policy guidance on alignment of intake and assessment as well as data tracking and management systems.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Resources 1. Consortium Management: Implement ongoing improvements to consortium management:

- Staff team process improvements and role clarifications
- Online data repository

Resources 2. Budget Management

- Improve budget reporting and analysis processes to ensure that resources are aligned to the need for adult education
- Develop a sustainability plan

Resources 3. Steering Committee / Governance Improvements
Implement Professional Learning Network

Resources 4. Implement Student Data and Accountability Systems

Develop a foundational student information strategy to build students' self-efficacy by facilitating their achievement of milestones and momentum points of success throughout their individualized educational/career pathways. The information strategy will provide a backbone processes and platforms for stakeholders to use to coordinate their support of students through the cycle of assessment, goal setting, plan implementation and adapting their plans in light of successes and challenges.

Goals for Information Strategy

- Student ownership and use of assessment and planning data
- Support integration of intake and assessment -- reduce multiple, redundant assessments and promote co-enrollment in WIOA and other support services programs
- Support career/educational planning
- Provide a stable, enduring student record of goals, assessments, progress to promote continuity of services, and avoid "restarting" at each transition point
- Track students as they transition between partners and/or receive simultaneous services from multiple providers
- Maintaining student confidentiality
- Developing a student-centric portfolio platform that encourages student ownership and pride

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$7,842,928	\$7,690,869	\$152,059
2016-17	\$7,940,243	\$5,206,738	\$2,733,505
Total	\$15,783,171	\$12,897,607	\$2,885,564

Please identify challenges faced related to spending or encumbering AEBG funding.

* Late arrival of funds.

* District timing requirements for encumbering of funds. (Must be encumbered by March to be spent during fiscal year).

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

*Innovation fund

*One time strategic investment

Section 3: Certification and Submission

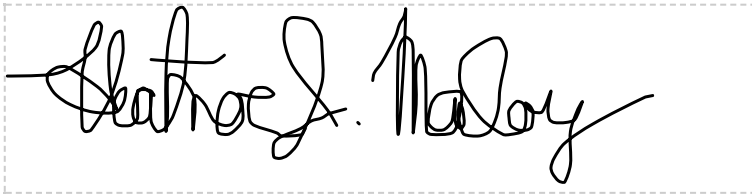
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017–18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017–18 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 (Required)

A handwritten signature in black ink, reading "Kathleen J. Malloy", is enclosed within a dashed rectangular box.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan