



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-014

1.2 Consortium Name:

Desert Regional Consortium

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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.

[In March of 2015, the Desert Regional Consortium submitted its regional AB 86 Plan with focus on Desert Consortium Priorities and Actionable Components that were meant to inform an ultimate implementation plan. Priorities included ESL/Citizenship, Adult Basic/Secondary Education, and Short-Term Career Technical Education. Components included instruction, counseling, professional development, communications and measurement. Additionally, per the COE, the plan focused on defined gaps and needs as well as seamless transitions, accelerating student progress and leveraging available and evolving resources.

As the consortium's mission and vision continue to adapt to evolving scope, guidelines and measurements outlined in Assembly Bill 104 and the Adult Education Block Grant, the core mission and vision of the Regional Plan remains the same, "improving and expanding educational [and workforce] opportunities for all adults"

The Desert Consortium's theory of success assumes that if students were focused on ultimate educational and workforce outcomes, retention and persistence would improve, certifications would expand, employment and job promotions would increase, and word-of-mouth regarding outcomes and

opportunities would serve to bring more students to consortium programs.

Using this educational and workforce focus as the basic assumption, in the course of the next three years, this consortium plans to create additional educational opportunities, and career pathways for students using methodology that would include tools such as standardized and personalized intake and assessment, interest and career inventories, roadmaps (education plans) to certification and employment, electronic portfolios, tracking analytics, tutoring, reduction of educational barriers and student support services. Given the demographics of the region, the consortium will also be evaluating and assessing the appropriateness and effectiveness of bilingual pathways. These career pathways/electronic career portfolios will drive the other elements of successful programs so that instruction, professional development, counseling, transitions, measurement and communications will evolve as integral to making these pathways work. And these efforts will expand beyond our district members to include leveraging resources with other stakeholder partners such as WIBs, DPSS, District Attorneys, Trade Unions, Veterans Administration and post-secondary institutions.

Whenever applicable, instruction will be contextualized. ESL/Citizenship, Adult Basic/Secondary Education and Short Term Career Technical programs classes will be enhanced and expanded; counseling services will be enhanced and expanded. Transition “red tape” will be reduced. Student support services will be expanded to include case management, tutoring, career counseling and job placement.

In addressing gaps that were identified in the Regional Plan, barriers to education will be reduced, such as by providing child care and transportation for eligible students. Additionally, communications and marketing efforts will focus on new student segments such as district parents, high school non-completers, farm-workers, immigrants, veterans, Native Americans, adults with disabilities, older adults, and transitioning parolees.

While the education and workforce focus will determine the content and tools of the three-year plan, the AB 104 measurement realities will serve to assure that programs and goals are productive, scalable, measurable and achievable. To that end, the consortium has opened discussions with diverse data analytic services that currently provide measurement and tracking tools and have platforms and staff that can adapt to the mandated assessments in AB 104: number of students served, literacy gains, diplomas and GEDs, government and industry workforce certifications, employment, and salary increases.

As we adapt our AB 86 Regional Plan to a Three-Year Plan, we are acutely aware that funds are limited, time constraints are challenging and student needs are critical. The consortium also knows that

there are many successful models for workforce education and will be researching, assessing, and replicating as appropriate.

For year one, plans have to be submitted, approved and funds will be allocated in accordance to the Member Allocation Form which was approved by the Desert Regional Consortium. In all likelihood, given the realities of timing, time constraints, holiday season, programs already in motion, it would be realistic to assume that momentum will not build until the first of the year. The Desert Consortium will hold region-wide "town hall meetings" and focus groups to identify partners, existing resources, current education and training programs, industry needs for training and certification, and student interest. The consortium will begin addressing gaps in service areas by increasing course offerings in the allowable program areas, reduce student barriers to education, and enhance and expand student services. Additionally, the consortium will initiate the formation of joint committees to address workforce oriented professional development, career centers, job developers, contextualized learning, articulations, pilots for orientation, intake, assessments, counseling and career pathways. These committees will include our partners in the region that also supply workforce training and services.

In addition to the five program areas outlined in AB 86, new program areas focused on parents and older adults will be explored for potential consortium funding. Discussions will intensify with potential partners so that MOUs can be formed to leverage resources with agencies such as, Trade Union Apprenticeships, DPSS, County WIB, VA, DA and Tribal Nations.

Current district data management systems will provide baselines, metrics, and measurements. The consortium will bring on line when available from the state, a state approved MIS system for additional measurements.

Existing services offered to students will be compiled and cross-walked to identify gaps. One specific analysis could include ESL students in the various programs; creating a methodology to determine students' goals and identify pathways best designed to meet those goals. These results will inform strategies that will improve ESL student program transitions into higher-level literacy programs and/or career technical education.

Similar discussions will focus on selection of tools designed to create electronic career portfolios; deployment of this tool will begin with scalable pilots with incremental expansion in future years. To the extent that construction, refurbishing, upgrading and/or expanding facilities is needed, budgets will be developed so that after local approval, Sacramento can easily allow use of AEBG funds for facility improvements.

By the end of year one, a marketing/communications plan will be developed and funded so that new

student segments will be recruited and stakeholders will be aware of the plan, focus and projected outcomes. The consortium is committed to developing a trackable, measurable and achievable marketing and communications plan that not only brings more students to the programs, but also provides clear and effective systems for industry to participate in creating the desired workforce pathways and the ability to hire qualified employees. While content and delivery are critical pieces, marketing and communications will create and deliver the message that assures students that by investing time and energy with the Desert Consortium, they will get jobs, maintain jobs, get better jobs and/or go to college.

For year two, scalable pilots will be deployed, seamless transitions will be expanded and enhanced, content will be finalized and delivery models will be identified. Included in the delivery models will be identifying blended/distance learning providers. Career portfolios will be partially implemented for both native speakers and ESL students, and districts will expand course offerings in identified consortium priority areas; ESL/Citizenship, Adult Basic/Secondary Education and Short Term Career Technical Education. Additional consideration will be given to contextualized learning, VESL, pre-apprenticeships and apprenticeships, and industry certifications. Career Centers will be available.

For year three, it is expected that gaps in service areas will be addressed, student services enhanced and expanded and student barriers to education reduced. Students participating in the consortium's adult education programs will experience standardized orientation, focused and personalized intake and assessment, electronic career portfolios, more seamless transitions, career options and opportunities, certifications and employment. Career Center Services will be operational, and awareness and usage of consortium services will expand. Faculty will receive regular and reinforced professional development in areas such as, educational best practices, workforce pathways, contextualized learning and case management. Number of students served will increase by 6%, and student outcomes – gains, diplomas, certifications and employment will increase by the same 6%, over three years.]

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.

2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. 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.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

[The Desert Regional Consortium consists of the Coachella Valley Unified School District, College of the Desert, Desert Sands Unified School District, Palm Springs Unified School District and the Riverside County Office of Education.

It is important to note that programs that were offered by Desert Sands Adult School and Palm Springs Adult School are no longer being offered, and there is no indication that these programs will be restored by either of these school districts, as both schools are now closed. Thus, there will not be adequate classes to meet the needs of adults in the communities of Indio, La Quinta, Palm Desert, Desert Hot Springs, Cathedral City, Thousand Palms, Rancho Mirage and Palm Springs.

- Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.

Programs as described in our AB86 Plan, leading to a GED, HiSet and High School Diploma have continued, but not expanded as yet. Coachella Valley Adult School and College of the Desert are currently testing centers for GED. Students scoring below a CASAS 210 score receive ABE instruction.

- Programs for immigrants in citizenship, ESL, and workforce preparation.

Coachella Valley Adult School and College of the Desert continue to provide strong ESL programs on their main campuses as well as satellite campuses. Citizenship classes are provided by Coachella Valley Adult School.

- Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

All programs are assessing the need for programs for older adults and are in the beginning stages of planning focusing on workforce re-entry. Currently older adults are embedded in the various programs.

- 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.

All programs are assessing the need for 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.

- Programs for adult with disabilities.

Currently adults with disabilities are embedded in current classes at College of the Desert and Coachella Valley Adult School. CVAS does employ a Special Education teacher to assist the regular teacher in the High School Diploma seat time and Independent Study Programs. RCOE does have classes specifically for adults with disabilities.

- Programs in career technical education that are short term in nature with high employment potential.

CTE programs are available throughout the Desert Regional Consortium to include health, real estate, and office careers. The DRC is exploring ways to revised course outlines to streamline the career pathways in CTE to accelerate student achievement and readiness for work. RCOE School of Career Education continues to have declining enrollment because all state funding has been removed. Since the 2013-2014 school year, more programs have been eliminated and all current program offerings are limited to just one industry sector. Adding a contextualized CTE program for administrative office professionals will address an overlooked career pathway with high-demand and high-wages. Medical Office Professional is another program to fund which prepares students for medical front office work and billing and coding using the new ICD-10 software; this program will start November 30th with the funds. Students will not pay tuition for either program but will cover the cost for textbooks, materials, lab fees, and registration which amount to about ten percent of the total cost of attending. Enrollment, completion and placement rates will increase with the change in funding. Students will have industry certification exam fees paid with consortium funding to increase licensure rates.

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

Currently there are no pre-apprenticeship training programs in our region. Nonetheless, the Desert Regional Consortium is committed to exploring avenues via our partners.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

As an example of the needs of our Desert Regional Consortium, Coachella, California, in Riverside County, is the easternmost city of the region known as the Coachella Valley. It is located 28 miles east of Palm Springs, 72 miles east of Riverside, and 130 miles east of Los Angeles. The population of Coachella is about 42,000 and its area covers 1200 square miles of farmland and desert. The "Valley", which is served by Coachella Valley Adult School, has a population of 310,000.

According to a recent state-funded economic survey, Coachella ranks third lowest in average personal income of any California city and is one of ten poorest cities in the state. The city's remote location from urban areas and employment opportunities can be responsible for the high poverty rate, currently at 29%.

Much of Coachella's population consists of younger Latino families (app. 97 percent) and, in the outlying areas, migrant farm workers. The city is officially bilingual in English and Spanish. 23% of the population over the age of 25 has not earned a high school diploma. The local high school (Coachella Valley High School) has a dropout rate of 55%, which is one of the highest in Riverside County. CVUSD has a student population with a Free-and-Reduced lunch program of 16,672 out of 18,119 students, or 86.5%. Due to the high unemployment rate, poverty rate and high school dropout rate, adult jail numbers were 310 (2013-14).

The leading industries in Coachella are agriculture, educational services, light manufacturing,

retail, and casino/entertainment. According to government data, the average salary in Coachella is \$19,297, and the median household income is \$28,590. Coachella had an unemployment rate of 11.7%, compared to the national average of 5.8%, which grew during the recent recession to 19.8%. Going further east of Coachella to unincorporated areas median income drops even lower.

Department of Labor Youth Career Connect Poverty Criteria on Districts and school sites indicate:

Region	District	Selected School(s)	Poverty Rate of Geographic Area (Area meets a 15% or more poverty rate across all cities or towns to be served)		Percent of Students from Low Income Families (School has a weighted average of more than 55%)	Median Income Level of Geographic Area (Geographic area has a median income of less than \$40,000 across all cities or towns to be served)
			Towns/Cities Served	%		
EAST RIVERSIDE COUNTY (RCOE ROP)	Palm Springs USD	Palm Springs HS	Palm Springs	13.5 %	83.3%	52,201
		Cathedral City HS	Cathedral City	16.8 %	83.3%	48,103
		Rancho Mirage HS	Rancho Mirage	6.8 %	83.3%	98,656
		Desert Hot Springs HS	Desert Hot Springs	25.1 %	83.3%	35,329
	Coachella Valley USD	Coachella Valley HS	Coachella Valley	27.8 %	80.4%	38,396
		Desert Mirage HS	Thermal Mecca	36.2 % 42.1 %	80.4%	25,964 26,592
	Palo Verde USD	Palo Verde HS	Blythe	20.8 %	66.4%	51,346
	Desert Sands USD	Shadow Hills HS	Indio, La Quinta	25.2 % 5.4 % respectively	68.2%	55,516
		Palm Desert HS	Palm Desert, Indian Wells	6.4 % 3.8 % respectively	68.2%	72,638 126,161

		La Quinta HS	La Quinta	5.4 %	68.2%	83,805
		Indio HS	Indio	25.2 %	68.2%	55,516

The State of California is ranked number one out of ten states, with 126,842 H-1B positions certified as of 2013. The second ranked is New York at 59,731 H-1B positions certified. The top three occupations by total number of H-1B visa requests in the Riverside-San Bernardino-Ontario Metropolitan Area are Computer Occupations, Health, and Engineering. The top three employers of H-1B immigrant workers in this area are Environmental Systems Research Institute Inc. (ESRI), University of California, Riverside and Loma Linda University. Based on the statistical information provided by The Brookings Institution the following industries will be targeted under this program: Advanced Manufacturing, Health and Technology.

The healthcare industry is in high demand of middle skill workers. Middle-skill jobs require more than a high school diploma but less than a four year college degree. Many middle-skill occupations require highly skilled trade and technical workers with several years of training and on-the-job experience. According to the EMSI data, 47 healthcare occupations account for 115,579 jobs in the Inland Empire. This number is expected to increase to 131,333 by 2016, a growth of nearly 14%, which is consistent with the projected growth rate for the same occupations in the state and slightly larger than that in the nation (13%). College of the Desert hosts the Deputy Sector Navigator for Allied Health.

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)

[For year three, it is expected that gaps in service areas will be addressed, student services enhanced and expanded and student barriers to education reduced. Students participating in the

consortium's adult education programs will experience standardized orientation, focused and personalized intake and assessment, electronic career portfolios, more seamless transitions, career options and opportunities, certifications and employment. Career Centers will be operational, and awareness and usage of consortium services will expand. Faculty will receive regular and reinforced professional development in areas such as, educational best practices, workforce, pathways, contextualized learning and case management. Number of students served will increase by 6%, and student outcomes – gains, diplomas, certifications and employment will increase by the same 6%, over three years.]

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

[Our region currently does not offer any state approved apprenticeship programs. The consortium believes the addition of apprenticeship programs and additional short-term career technical education programs for employment is important for the adult education population in our region. The Desert Consortium will begin forming joint committees to explore workforce oriented professional development, career centers, job developers, contextualized learning, articulations, pilots for orientation, intake, assessments, counseling and career pathways. Discussions will intensify with potential partners so that MOUs can be formed to leverage resources with Trade Union Apprenticeships, DPSS, County WIB, VA, DA and Tribal Nations.]

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)

[In addition to the five program areas outlined in AB 86, the new program area focused on parents and older adults will be explored for potential consortium funding. Currently, RCOE provides adult training to support child school success through the Parent Engagement Leadership Initiative project. These classes are offered during the day and evenings. The PELI curriculum has been developed based upon the Six Types of Parent Involvement and the Action Teams for Partnerships. This curriculum is a ten module training including the topics of Parent Engagement: Keys to Student Success, Positive Parenting in Public Education, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community, and Action Teams for Partnerships.]

2.3f Alignment of academic content and curricula (OPTIONAL)

[Consortium wide meetings by program area will be established to help review academic content and curricula being implemented at each LEA. Through these meetings, we expect insight into alignment of course curriculum. Through regular meeting and planning by program areas, task groups, materials and instructional strategies will be coordinated.]

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

[Using specific Professional Development in the seven program areas, with staff and counselors should result in better transition between LEAs so students can move from course work to career in a short span.]

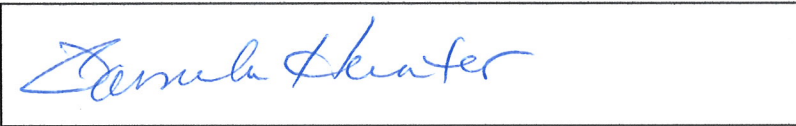
Section 3: Consortium Member Signature Block

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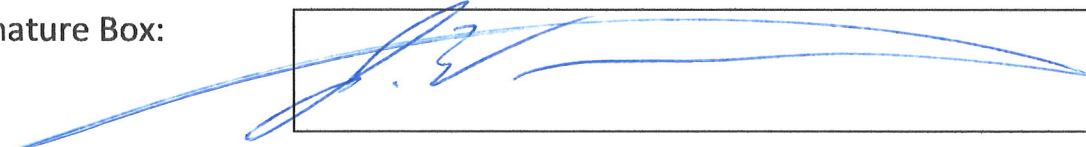
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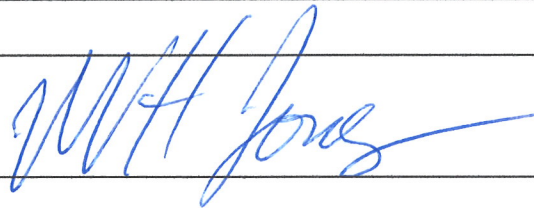
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