

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
15-328-12	14 Desert

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
Mendoza, Guillermo	Project Director	(760) 567-6207	gemendozajr@aol.com

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
Mendoza, Guillermo	Project Director	(760) 567-6207	gemendozajr@aol.com

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
Jones, Milt	Palm Springs Unified School District	(760) 770-8563	mjones@psusd.us	07/28/2015
Bellanich, Larry	Desert Sands Unified School District	(760) 771-8612	larry.bellanich@desertsands.us	09/15/2015
McCarty, Deanna	Riverside County Office of Education	(760) 863-3065	dmccarthy@rcoe.us	10/14/2015
Papas, Dean	Desert Community College District	(760) 776-7371	dpapas@collegeofthedesert.edu	10/06/2015
Weischedel, Jereme	Coachella Valley Unified School District	(760) 398-6302	jereme.weischedel@cvusd.us	07/14/2015

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.

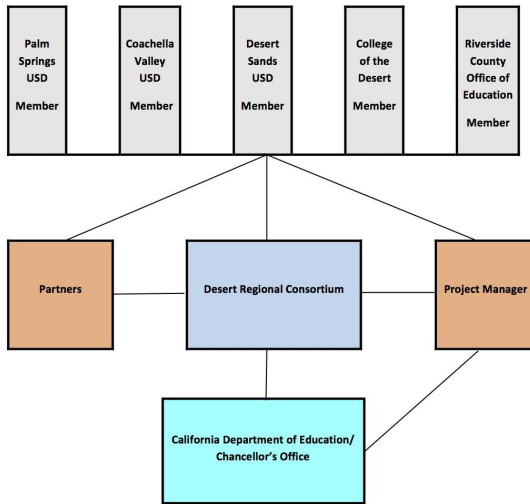
[Download Governance Plan Template](#)

[desertregionalconsortiumgovernanceplan201617.pdf](#)

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.

Desert Regional Consortium Organization Chart



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.

The Desert Regional Consortium members use Galaxy software to maintain all income and expenditures. Galaxy software is maintained by Riverside County Office of Education for all school districts/colleges and is audited annually. The fiscal information both Summary, as well as Detailed is used to enter data from all members for reports and justifications as required by the Chancellor's Office/CDE via electronic portal at the appointed reporting periods. The fiscal information is gathered by the Project Manager and entered via portal after being certified by a certifying official from each member agency prior to final submission.

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

The Desert Regional Consortium has opted to have direct funding for 2016-17 after a unanimous vote by all members. The Desert Regional Consortium felt funding flowing directly to each member, without the intermediary of a fiscal agent, would be more expedient and better use of resources. The Desert Regional Consortium will review member allocation requests and forward a budget plan for public comment, review and approval. Individual member districts are responsible for monitoring their allocations and providing district-certified quarterly reports to the Project Manager, who will review and roll up budget figures for official reporting with the assistance of a certifying official from each member agency via electronic portal. Required reports to the state will be reviewed carefully by all Desert Regional Consortium members and approved at a formal calendared public meeting before submission to the state.

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
Coachella Valley Unified School District	\$1,568,864
Palm Springs Unified School District	\$256,000
Desert Sands Unified School District	\$330,604
Desert Community College District	\$442,500
Riverside County Office of Education	\$465,348
Total	\$3,063,316

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.

The majority of the work slated for Year 1 will continue to Year 2. The rationale for this decision is due to the late arrival of Adult Education Block Grant funds. Distribution of funds to members did not occur until Memorandums of Understanding were written, approved by local school boards and final approval by the fiscal agent. This was accomplished by late March. Nonetheless, some member districts partnered with the help of front loaded funding, use of MOE funding to establish classes and achieve measurable outcomes. Some members were able to use almost all their funding with measurable outcomes.

The consortium has begun 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. This has been accomplished through partnerships and leveraging of resources. For example, Desert Sands Unified School District partnered with Coachella Valley Adult School to provide adult High School Diploma, High School Equivalency, and English as a Second Language classes. A similar partnership was created between College of the Desert and Palm Springs Unified.

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. Discussions will intensify with potential partners so that Memorandums of Understanding 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 be ready to interface when a state approved MIS system for additional measurements is launched.

The Desert Regional Consortium is emerging as an incubator for collaboration of not only exchanging ideas, leveraging resources between members in order to eliminate gaps, but as a collaborative, as members work with each other as true partners beyond the consortium meetings.

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
California Department of Real Estate	State Agency	Course and Test Approval for CVAS.
California Department of Rehabilitation	State Agency	Provides rehabilitation services.
Center for Employment Training	School	CVAS provides testing services for CET.
Coachella Valley Rescue Mission	Agency	CVAS provides testing services for CVRM.
Educational Testing Services (HiSet)	State Agency	HiSet Testing Services for CVAS and RCOE adult students.
OTAN	State Agency	Provides technological assistance for A-22 course approvals, WIOA, and Tech services for CVAS.
Pearson Vue	Private Agency	Provided GED Testing Services for CVAS adult students.
Providence of the Desert	Private Agency	CVAS provides ESL classes for adult students.
Riverside County DPSS (Calworks/GAIN)	State Agency	Contract services to adult DPSS clients.
Riverside County Mecca FarmWorker Service Center	County Agency	CVAS provides ESL and GED classes.
Riverside County Probation Department	County Agency	Worked in partnership with RCOE Jail Program.
Riverside County Sheriff's Department	County Agency	Worked in partnership with RCOE Jail Program.
TANF	State Agency	Contract services to adult TANF clients.
Win Center	Private Agency	CVAS provides computer classes for their students.
Workforce Investment Board	State Agency	Mutual education servies.

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

Coachella Valley Adult School entered into a Riverside County Workforce Development multi-agency MOU to improve CTE options for its students. The partnership is intended to leverage agency resources to assist workers and job-seekers through an integrated, job-driven public workforce system that links diverse talent to businesses. The goal of this multi-agency partnership is to support the development of strong, vibrant regional economies where businesses thrive and people want to live and work, and, as a result, improve the quality of the workforce, and enhance the productivity and competitiveness of the Coachella Valley.

CVAS and RCOE (School of Career Education) have entered into a mutually beneficial partnership to assist CVAS students transition to career certification training programs. This partnership will increase collaboration and communication between staff members of both agencies with the goal of accelerating and increasing the number of CVAS students that enroll into the various career training programs offered through the RCOE School of Career Education.

RCOE met with community members and stakeholders. Updated their processes and resources available. This was important in order to develop a shared MOU throughout the county. RCOE has included monthly updates to the Sheriff's Department, Riverside County Probation, and County Board of Education.

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.

Coachella Valley Adult School and Desert Sands USD expanded adult education in the desert community by entering into a MOU to provide AE classes in DSUSD in the areas of ESL, GED, HS diploma, and comprehensive support services including child care and counseling. The partnership allows the partnership to offer five new classes and hire five new teachers and a counselor. Classes will be held at Martin Van Buren, Andrew Jackson, Benjamin Franklin Elementary and Horizon Schools.

The RCOE CTE Unit provided short-term CTE services to 99 students and 95 of these students continued beyond 12 hours of instruction with a 75% completion rate. The AEBG funded two instructors for tuition-free CTE programs reducing student expenses to just textbooks, uniforms and CPR certification. Both programs risked elimination without the AEBG funds: Medical Office Professional and Administrative Office Professional. The AOP program was new with 16 students enrolled for the first cohort.

AEBG funds were utilized by students from various programs to cover additional student expenses such as "On Boarding" with Eisenhower Hospital for interns as it required a second fingerprinting of students, drug testing, and additional immunization requirements. Dental students received funds to assist with fingerprinting and RDA Exam fees.

A challenge during 2015-16 was the arrival and distributions of funds to members. Approval of Memorandum of Understanding by local boards and the fiscal agent did not allow for all programs to fully being. The Desert Regional Consortium opted to have direct funding for 2016-17. The Desert Regional Consortium felt funding flowing directly to each member without the intermediary of a fiscal agent, would be more expedient and better use of resources.

An additional challenge was the approval of faculty by the Sheriff Department in order to staff classes with appropriate credentials for the Jail Program. Approvals could not be done in time for 2015-16.

A recommendation stemming from a challenge is for the AEBG to provide the actual documents to be used for submission with plenty of lead time for members to know exactly what information will be needed. Staff that provide this information go on vacation and/or training during the summer. It was difficult to let these people know that the submission plan template had changed and not have the correct workbooks. Beta documents are just that. The actual documents have to be in the hands of the members with at least two months' lead time.

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 AB 86 Labor Statistics provided for Riverside County indicate an overall population of 974, 691, with a population of 183, 242 at the poverty level. The county numbers 224,179 adults with no high school diploma. English Language Learners total 405,401, 98,660 are adults with disabilities, 139,147 are in need of citizenship, and 154,660 have literacy issues. This is a loss of adult workforce potential.

The 2009 economic challenge hit the Coachella Valley particularly hard, resulting in the closure of Palm Springs and Desert Sands adult schools. Coachella Valley Unified was the only district that maintained its adult school.

The adult school leveraged its limited state and federal funding by partnering with DSUSD, RCOE, County Welfare and Workforce Development programs, dozens of nonprofit organizations and several colleges/universities and CTE programs to help advance the lives of its students. The partnerships expanded and enhanced adult education in the east valley including the elimination of educational barriers for students who were unable to attend school because of cost, transportation, or child-care responsibilities. These funds will also be used to establish and enhance career pathways for students seeking employment and opportunities for an increase in wages.

One of the challenges of overcoming the 2015 - 2016 year was the late funding from the State. Programs planned were set back about one year. This was to include a facilities plan for development of modular units at the Wenzlaff site to offer additional adult education classes during the day. This would have been completed this summer. This would have included a total of three classes run in the morning and three in the afternoon.

Another challenge for the RCOE Jail Program was a delay in hiring a person for the jail due to background clearance of staff through Sheriff's department. Riverside County Office of Education providing ABE/ASE services through the new Day Reporting Center that opened in April.

As stated before, the Desert Regional Consortium opted to have direct funding for 2016-17, after a unanimous vote by all members. The Desert Regional Consortium felt funding flowing directly to each member, without the intermediary of a fiscal agent, would be more expedient and better use of resources.

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	Ca/Works	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
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	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
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	-								
Total	\$0	\$0	\$0	\$0	\$0	\$0	-								

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single 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.

[14 desert aebg consortiumexpenditures 161210.xlsm](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

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.

Upon enrolling at most Desert Regional Consortium member schools, students are given entry/appraisal level tests which indicate appropriate placement in program and class. As an example, low-level English speakers are guided into English as a Second Language, non-literate into literacy, basic skills deficient into ABE, more advanced into ASE, CTE and CIT classes. Once in class, student attendance is tracked individually using state approved MIS attendance systems and assessment MIS systems. The resulting data is scrutinized to determine if students have fully mastered the content and can continue or require remediation. Data allows staff to make lesson plan adjustments. Students are counseled to the correct pathway the adult student has selected for their career or potential classes available if they are only at the school for a particular certification only. College of the Desert does not currently appraise students. For ESLN, students are assessed and placed using a system that was created by Mt. Sac College, and managed by the IT department on a college server. COD currently doesn't have any vendors or "tools" for assessment and placement in ESL non-credit. For ABE, there is an evaluation of the high school transcript along with faculty recommendations for placement in courses.

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
ASAP Attendance System	ASAP	Enrollment, Attendance, and Transcript data for Adult Education. Tracks classes, instructors and student progress.
Burlington English Software	Burlington English	Tracks ESL student progress.
Eagle Software	Aeries Student Information System	CVUSD K-12 Transcript Repository
HiSet	Educational Testing Services	Testing Services for students.
National Certified Medical Assistant and Electronic Health Record Assessment	National Center for Competency Training, Inc.	Competency exams for a variety of credentials.
The two YSS Attendance System programs are the YSS Administrator and the YSS Manager.	Youm-Tzib Software Solutions, Inc	The YSS Attendance System is a modular system that facilitates the capture of all data relating to sites, instructors, classes, students and enrollments.
TOPSPro Enterprise	CASAS	Tracks academic, State and Federal Data, as well as instructors, courses and student progress in real time.
Wonderlic	Wonderlic, Inc.	Admissions and course placement.

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?

CVAS and other members use TOPSpro data system to provide accurate reports and allow staff to make effective decisions which improve learning, teaching and training. Data on demographics, goals, education and labor force status are gathered yearly for each student upon enrollment and registration. Student data is also collected via oral interviews by counselor to determine the best pathway to facilitate attainment of student goals.

A CDE approved administrative MIS tool used to maintain adult student attendance. Attendance is tracked using the ASAP data system. Attendance data is scanned into the ASAP system weekly. Assessments are tracked using the TOPSpro system. Students take a placement assessment at the time of enrollment and then post-test after every 40 hours of instruction. Data results are disaggregated during staff and individual meetings and shared with students. This strategy provides clarification of exactly what students need, to monitor student progress, to foster collective inquiry in exactly how to ensure high achievement for all students, and to remain current with research-based knowledge in all program areas.

COD doesn't have a vendor for student data tracking. Student data tracking can be requested through their research office and is publicly displayed on their scorecard through the CCCO.

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
ASAP	ASAP	Attendance and academic grades for tracking student progress leading to completion and/or high school diploma/GED.
HiSet	Educational Testing Services	Tracking of student testing information.
The two YSS Attendance System programs are the YSS Administrator and the YSS Manager.	Youm-Tzib Software Solutions, Inc	The YSS Attendance System is a modular system that facilitates the capture of all data relating to sites, instructors, classes, students and enrollments.
TOPSPro Enterprise	CASAS	Academic Data for tracking student progress.
Wonderlic	Wonderlic, Inc.	Course & Program Mastery Assessments, stakeholder satisfaction surveys and job placement assessments.

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.

The Desert Regional Consortium is planning as a consortium to create a strategic plan, involving our partners, related to employment and student transition into post-secondary education.

Coachella Valley Adult School is creating articulation agreements with post-secondary educational and career training programs. For example, students who complete the computer operator course at the CV Adult School receive college credit at College of the Desert. These articulations save students time, money and provides a jump start to the college experience.

Coachella Valley Adult School also entered into a partnership with California State University, Fullerton-High School Equivalency Program (CSUF-HEP) to providing a High School Equivalency preparation program and supportive services to migrant seasonal agricultural farm-workers and their immediate family members through a comprehensive service and instructional program. This partnership will leverage the strengths of both programs to educate and help transition high-risk migrant students to college and/or the workforce.

College of the Desert has an ongoing partnership with Riverside County EDA to provide not-for-credit classes for professional development. Some examples of current/recent certifications are; Pharmacy Technician, Solar Technician, CNA, VESL, and Office Assistant. College of the Desert is currently exploring the potential for transitioning some of these classes to the non-credit curriculum model.

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
Strategic Plan	Plan and timeline for the next three years.	Total of students going into credit institutions and workforce.
Provide ABE/ASE and Basic Skills Classes	Increase in skills across all levels – ABE/ASE and basic skills	Completion of HSD or Equivalent, Increase in CASAS points
(Transitional support) Increase in counseling services	*Increase in work force and college transitions counseling services provided to students. *Development of student orientation and exit counseling. *Increase in number of students served.	*Student data *Student orientation and exit counseling evidence.
(Transitional support) Student Visitation of post-secondary and Career Technical Education programs.	*Increase in student awareness of post-secondary and Career Technical Education program options.	*Student data.
Certificated and classified staff utilized to track and acquire student and program data necessary to facilitate integration of existing programs and create seamless transitions – MOE Allocation and AEBG Funded.	Maintenance of existing programs used to facilitate integration of programs and create seamless transitions.	Student Data
Certificated and classified staff members utilized to instruct students on the skills /academic material necessary to transition into postsecondary education and/or the workforce – MOE Allocation and AEBG Funded	Maintenance of existing programs used to facilitate integration of programs and create seamless transitions.	Student Data
Classroom / office materials, software, hardware and equipment etc. utilized to facilitate integration of existing programs and create seamless transitions – MOE Allocation and AEBG Funded.	Maintenance of existing programs used to facilitate integration of programs and create seamless transitions.	Student Data.
Purchase of Curriculum/ software.	*Improved literacy skill. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS tests. *Number of high school diplomas or equivalents. *Attendance data
Purchase of Instructional supplies.	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS tests. *Number of high school diplomas or equivalents. *Attendance data
Increase in Counseling Services	Increase in workforce and college transitions counseling services provided to students. Development of Student Orientation and creation of education plan process for Non-Credit students	Student Data
Student Visitation of post-secondary and CTE Programs	Increase in student awareness of post-secondary and CTE program options, including Non-Credit.	Student Data
Assign appropriate responsibility for NonCredit activities	Work with regional partners and college faculty.	Numbers of programs created. Number of partners engaged.

Objective 4: Gaps in Services

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

PSUSD is providing transportation to COD for assessment into the Adult Education non-credit program. PSUSD is also providing transportation to our parents to classes not currently offered at PSUSD to COD and back. PSUSD hired a counselor to work with Adult Education students across the Valley, to help with career aspirations and internal assessments.

Coachella Valley Adult School and Desert Sands Unified School District are providing Sunline bus passes for students to attend classes. CVAS and DSUSD have also hired a counselor to work with Adult Education students in the East Valley to help with career aspirations and internal assessments. CVAS will hire a contractor for professional guidance support and grant writing assistance.

COD established a faculty-led task force to analyze the regional plan and make recommendations for college implementation. As a result, a Steering Committee was formed that included faculty & administrators that created a comprehensive plan for college-wide interpretation and implementation of the DRC Regional Plan. The Steering Committee and its work groups identified gaps in college programs that are eligible for creation and implementation under the parameters of AEBG. Created stipend requirements and structure for creation of non-credit curriculum for Summer 2016. The COD The AEBG representative participated in the college task force created to update the on-campus Career Center.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Transportation	Higher attendance and completion rates.	Higher attendance and completion rates.
In partnership with PSUSD, open new facility in Desert Hot Springs (@Wenzlaff Education Center)	Increase in both credit and non-credit classes serving DHS.	Student Data
Identify location in Indio for additional N/C classes	Increase number of N/C classes serving students in Indio. Provide student services for Non-credit students attending Indio.	Student Data
Purchase necessary instructional equipment and materials for added N/C classes	Additional educational support available for N/C students.	Student Data.
Hire a grant writing contractor.	Professional guidance, support and grant writing assistance.	Successful grant applications.
Certificated staff members to instruct students in allowable program area.	*Improved literacy skill. *Completion of high school *Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Number of high school diplomas or equivalents. *Attendance data
Classified office positions will be added to assist with the increase in student demand due to new classes.	*Increase in number of adults served. *Increase in the number of hour's office can be open for student services.	*Student data *Office hours
Tutoring services for adult students within the allowable program areas.	*Increase in number of adults served.	*Student data Number of students served. Number of tutoring hours.
Teacher on Special Assignment.	*Increase community outreach. *creation of partnerships and articulations to assist students in meeting their goals. *Increase in tracking and monitoring of student progress. *Staff Development	*Student data *Partnership and community outreach evidence.
Online Student dashboard pilot	Creation of a student dashboard system that will assist in the monitoring of student data.	*Readily available student data.
Xerox Copies of instructional materials for the creation of approximately 10 new classes.	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data
Purchase of Instructional supplies.	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS tests. *Number of high school diplomas or equivalents. *Attendance data
Purchase of Instructional Equipment and technology.	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data
Marketing and Outreach	*Increase in awareness of Adult Education programs offered. *Increase in number of adults served.	*Student data Online analytics.
Purchase of Curriculum/ software.	*Improved literacy skill. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data
Student Childcare assistance to reduce educational obstacles for students.	*Increase in number of adults served.	*Student data Number of students served. Amount of financial assistance utilized.
Purchase of bus passes for Transportation assistance to reduce educational obstacles for eligible students.	*Increase in number of adults served.	*Student data Number of passes used.
Increase in classified support services due to program growth and expansion.	*Increase in number of adults served. *Increase in the number of hour's office can be open for student services.	*Student data *Office hours
Existing school structures are utilized to support new programs - MOE Allocation Funded	Increase in number of students served and maintenance of existing programs.	*Student data
Existing site administration utilized to support and oversees new programs and classes - MOE Allocation Funded	Increase in number of students served and maintenance of existing programs.	*Student data
Existing Classified staff (attendance clerk, secretary, office assistant) utilized to support new classes /programs and student's needs - MOE Allocation Funded	Increase in number of students served and maintenance of existing programs.	*Student data
Existing Certificated staff utilized to train and assist new staff members.	Increase in number of students served and maintenance of existing programs.	*Student data

Activity	Outcomes Expected	Method of Assessing Impact
Existing Facilities, equipment, technology, and supplies utilized to support new classes and programs - MOE Allocation Funded	Increase in number of students served and maintenance of existing programs.	*Student data
Existing marketing and outreach utilized to maintain public awareness around adult education services and programs provided - MOE Allocation Funded	Maintain awareness of Adult Education programs offered. *Increase in number of adults served.	*Student data
Opening of a new High School Diploma and/or High School Equivalency program in the western part of the Coachella Valley.	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS tests. *Number of high school diplomas or equivalents. *Attendance data

Objective 5: Acceleration

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

New Adult Career Counselor will be a conduit for our Adult Education program and parents from PSUSD to align towards career goals, as well as the Adult Education Counselor from CVAS and DSUSD.

In an effort to accelerate student progress and completions, Coachella Valley Adult School introduced 18 week short-term classes after reviewing course outlines. CVAS launched a full version online/in class hybrid ESL program to give access ESL instruction from class as well as at home. In addition, students are able to track their progress remotely.

CVAS and Desert Sands incorporated after-school tutoring to assist in the passage of the GED test.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Adult Counselor, 2016-2017 school year, will interface and interact with adults and parents to provide a career plan	Increased percentage of students in non-credit to credit programs, and workforce.	Data collected from post-secondary institutions, and from our partners related to improved career aspirations.
Completion of FAFSA applications while still incarcerated	Students qualifying for Pell and BOG Grants	Tracking of number of students who have completed their FAFSA form
Open and hire new EMT position	Increase student CTE certificates.	Completion rates and attendance rates.
(Gaps Identified) Expand current CTE programs at RCOE School of Career Education	Increase student CTE certificates.	Completion rates and attendance rates.
Multifunding teacher position	Increase number of student access to workforce training.	Increased enrollment and completion rates.
(Transitional support) Increase in counseling services	*Increase in work force and college transitions counseling services provided to students. *Development of student orientation and exit counseling. *Increase in number of students served.	*Student data *Student orientation and exit counseling evidence.
(Transitional support) Student Visitation of post-secondary and Career Technical Education programs.	*Increase in student awareness of post-secondary and Career Technical Education program options.	Student Data.
Certificated and classified staff to track and acquire student and program data necessary to facilitate integration of existing programs and create seamless transitions - MOE Allocation and AEBG Funded.	Maintenance of existing programs used to facilitate integration of programs and create seamless transitions.	Student Data.
Certificated and classified staff members to instruct students on the skills /academic material necessary to transition into postsecondary education and/or the workforce - MOE Allocation and AEBG CVUSD allocation Funded	Maintenance of existing programs used to facilitate integration of programs and create seamless transitions.	Student data.
Classroom / office materials, software, hardware and equipment etc. utilized to facilitate integration of existing programs and create seamless transitions - MOE Allocation and AEBG CVUSD allocation Funded	Maintenance of existing programs used to facilitate integration of programs and create seamless transitions.	Student data.
Marketing and outreach to maintain public awareness around adult education services and programs provided - MOE Allocation and AEBG CVUSD allocation Funded	Maintain awareness of Adult Education programs offered. *Increase in number of adults served.	Student data.
Existing school structures are utilized - MOE Allocation Funded	Increase in number of students served and maintenance of existing programs.	Student data.
Existing Classified staff (attendance clerk, secretary, office assistant) utilized to support classes /programs and student's needs - MOE Allocation Funded	Increase in number of students served and maintenance of existing programs.	Student data.
Existing Certificated staff utilized to train and assist staff members.	Increase in number of students served and maintenance of existing programs.	Student data.
Existing Facilities, equipment, technology, and supplies utilized to support new classes and programs - MOE Allocation Funded	Increase in number of students served and maintenance of existing programs.	Student data.
Purchase of Instructional Equipment and technology	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data
Purchase of Curriculum/ software.	*Improved literacy skill. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data
Upgrade Tutoring and Assessment Center with N/C specific software	Increase in tutoring services available to N/C students.	Student Data

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.

PSUSD is utilizing their parent center to work closely with staff to provide professional development on how to educate our parent population related to career aspirations.

RCOE has defined a professional development program to assist all teachers in appropriate instructional methods to

increase student achievement leading to employment.

CVAS and DSUSD are given a minimum of 30 hours of paid professional development per year. Staff members utilize district, county, and state professional development training through CALPRO and OTAN.

COD will bring experts for Adult Education best practices (including iBest, non-credit curriculum development, CASAS) to their campus.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Professional Development	Collaboration with a focus on data, results and standards based curriculum. General Teacher training.	Climb in learning gains over time. Determine and share best practices.
Professional Development	Enhanced instructional strategies to support student achievement leading to employment and life-long learning.	Completion, placement, and licensure.
Provide Flex activities specifically focused for N/C faculty	Increase in understanding about N/C students, needs and programs.	Faculty Data
Provide faculty stipends to write and approve N/C curriculum	Increase in N/C classes/programs available to students	Curriculum net data.
Provide ongoing professional development to faculty re: N/C	Increased knowledge for faculty via attendance at seminars, workshops Conferences, and on-campus presentations/trainings.	Faculty Data
Continue N/C COD Steering Committee and Work Groups.	Work with the strategic plan provided by the DRC to align college activities.	Faculty Data

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.

PSUSD is providing facilities throughout the district for the non-credit Adult Education program, for COD to staff. This includes for the 2016-2017 school year, Adult Education during the daytime hours. PSUSD parent coordinator and Director of ESL programs, are coordinating with COD to find the Adults in our community for the night and daytime Adult Education non-credit classes. The consortium is also providing counseling support for these students, and transportation as needed.

In an effort to close the gap in service area and leverage limited funding, CVAS entered into a partnership with DSUSD. The partnership will bring five new adult education programs, and comprehensive student support services including child care, transportation assistance and counselling/transition support.

The RCOE CTE Unit provided short-term CTE services to 99 students and 95 of these students continued beyond 12 hours of instruction with a 75% completion rate. The AEBG funded two instructors for tuition-free CTE programs reducing student expenses to just textbooks, uniforms and CPR certification. Both programs risked elimination without the AEBG funds: Medical Office Professional (MOP) and Administrative Office Professional (AOP). The AOP program was new with 16 students enrolled for the first cohort.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Contract Services - CTE and GED/High School Diploma Completion	DPSS - CalWORKs	Student materials and testing costs.	Prequalified adults as per DPSS criteria.	TOPSpro - Learning Gains ASAP - Attendance
Contract Services - GED/High School Diploma Completion	TANF	Student materials and testing costs.	Prequalified adults as per TANF criteria.	TOPSpro - Learning Gains ASAP - Attendance
Citizenship and ESL Services	Mecca FarmWorkers Service Center	Classroom availability at the Mecca site.	Adult who want their citizenship in order to benefit of their rights.	TOPSpro - Learning Gains ASAP - Attendance
High School Equivalency Program(HSE)	Cal State Fullerton (HEP Program)	Providing student support and services.	Farm workers in need of HSE.	Student Data.
Internship Program	Business and industry sectors	Staff in kind, facility use, and industry professional development.	Employment, placement, and certification.	Completion, placement and licensure.

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

A handwritten signature in black ink, appearing to read "William C. Mendoza".

- [Click here to confirm that you are ready to submit your Annual Plan.](#)