

# 14 Desert | 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)

As the Desert Regional Consortium nears the deadline for Year-1, all funds are almost fully expended as per the Three-Year Plan and Year-1 objectives. Work on Year-2 is continuing as planned.

For Year-3, the DRC is addressing gaps in service areas by increasing course offerings in the allowable program areas, reducing student barriers to education, and enhancing and expanding 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 HS Diploma, High School Equivalency, and ESL classes. A similar partnership was created between College of the Desert and Palm Springs Unified. To increase student CTE completion and placement rates, CVAS and RCOE (SCE) are partnering to provide integrated Education and Career Training. This new partnership between CVAS and SCE will allow students to have a chance to complete their training programs.

Additionally, the consortium has initiated 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 have included our partners in the region that also supply workforce training and services. Discussions have intensified with potential partners so that MOUs have been formed to leverage resources with agencies such as, Trade Union Apprenticeships, DPSS, County WIB, VA, DA and Tribal Nations. The DRC has commissioned Resource Development Associates (RDA) to undertake the creation of a Strategic Plan to determine specific needs and where to allocate future funding, programs and classes in the Coachella Valley. Although the plan will not be completed until the fall, valuable data is emerging.

Less than 20% of adults over the age of 25 who live in the Coachella Valley Unified School District (CVUSD) have attended college or obtained an Associate's degree or higher. About ¼ of adults over the age of 25 living in the DSUSD and PSUSD regions have some college, but no degree.

There is a large disparity in educational attainment among individuals who live in the (CVUSD) region compared to the rest of the region. DSUSD and PSUSD are closer to the County (20%) and State (18%) rates. The majority (79%) of residents in the CVUSD region speak Spanish. Whereas, many of residents of the DSUSD (62%) and PSUSD (60%) regions speak English.

Residents of the CVUSD area age 20 years and older consistently have higher unemployment rates than any other region. Household income - More than half of households in the CVUSD (61%) and PSUSD (57%) make less than \$50,000 per year. 63% of households in the DSUSD area make \$50,000 or more. These insights validate expenditures in the East valley and as more data emerges where to concentrate additional funding.

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

## 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.
Integration of education and training (IET). There is an identified need to embed vocation and career training into current ABE, ASE, and ESL classes.	The gap was identified by the AEBG Fact Sheet, Census Data, Student and Faculty Surveys. Currently, there are a few programs in the eastern Coachella Valley that integrate training into ABE, ESL, and ASE classes.	Effectiveness will be measured assessments and attendance/enrollment data.
Training and learning opportunities for our 18 to 22 yr old special needs population and those adults who have transitioned out of that program.	Conversations with Directors of Secondary Education and Special Education.	Enrollment, completion, levels of community engagement.
Access to CTE programs in East Valley and Desert Hot Springs.	The gap was identified by the AEBG Fact Sheet, Census Data and CTE course listings.	Enrollment and transition data

### 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.

Identify program options and locations allowing classes for students with special needs to be more integrated into the community and have access to expanded workforce opportunities.

## 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?
(Transitional support) Increase in counseling services	4 - Mostly implemented	Training and collaboration between Consortium members and partners.	Quarterly counselor collaboration meetings and professional development.	Sustain funding.
(Transitional support) Student Visitation of post-secondary and Career Technical Education programs.	4 - Mostly implemented	Student persistence due to family, social and economic issues.	Quarterly counselor collaboration meetings and professional development, with an emphasis on student persistence.	Sustain funding and State professional development for intervention strategies.
Assign appropriate responsibility for NonCredit activities	4 - Mostly implemented	Transitions within administration and new staff.	Sustained continuity within administration and staff.	N/A.
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	4 - Mostly implemented	Ability to effectively hire and train highly qualified instructors.	Continued recruitment and training efforts.	Sustain funding.
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. .	5 - Fully implemented	lack of Ability to effectively track transition data due to a lack of universal identifier.	Increase the number of certificated and classified staff used to track data.	Universal data tracking system.
Classroom / office materials, software, hardware and equipment etc. utilized to facilitate integration of existing programs and create seamless transitions - MOE Allocation and AEBG Funded.	5 - Fully implemented	N/A	Continue purchasing and training efforts.	Sustain funding.
Increase in Counseling Services	4 - Mostly implemented	Training and collaboration between Consortium members and partners.	Quarterly counselor collaboration meetings and professional development.	Sustain funding.
Provide ABE/ASE and Basic Skills Classes	5 - Fully implemented	Qualified staff, space and financial resources, student access.	Developing MOU's for facility use and recruitment of highly qualified staff. Development and implementation of new curriculum.	Sustain funding.
Purchase of Curriculum/ software.	5 - Fully implemented	Ongoing need to purchase curriculum/software.	Current software is fully implemented, however, additional software will be purchased as needed as per student demand.	Sustain funding. State repository of adult education curriculum.
Purchase of Instructional supplies.	5 - Fully implemented	Ongoing need to purchase instructional supplies.	Current instructional supplies have been mostly purchased and implemented, however, additional instructional supplies will be supplied as needed.	Sustain funding.
Strategic Plan	1 - Not at all implemented	None to date, as the strategic plan will not be completed until September.	Intervention strategies will follow discussion within the consortium and/or individual members.	Multi-fund resources may be used depending on the cost to fully support implementation.
Student Visitation of post-secondary and CTE Programs	4 - Mostly implemented	Student persistence due to family, social and economic issues.	Quarterly counselor collaboration meetings and professional development, with an emphasis on student persistence.	Sustain funding.

**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.

Collaborate with regional partners to identify programs and develop cohesive pathways in under served areas from one level to the next with attention to skills gaps/regional needs.

## 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?
(Gaps Identified) Expand current CTE programs at RCOE School of Career Education	5 - Fully implemented	The ability to maintain marketing resources and awareness of ROP/CTE expansion of program offerings.	Will continue to seek marketing strategies that will sustain programs.	Sustained funding for ROP/CTE.
(Transitional support) Increase in counseling services	4 - Mostly implemented	Training and collaboration between Consortium members and partners.	Quarterly counselor collaboration meetings and professional development.	Sustain funding.
(Transitional support) Student Visitation of post-secondary and Career Technical Education programs.	2 - Mostly not implemented	Student persistence due to family, social and economic issues.	Quarterly counselor collaboration meetings and professional development, with an emphasis on student persistence.	Sustain funding and State professional development for intervention strategies.
Adult Counselor, 2016-2017 school year, will interface and interact with adults and parents to provide a career plan	5 - Fully implemented	N/A	None.	Sustain Funding
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	4 - Mostly implemented	Ability to effectively hire and train highly qualified instructors.	Continued recruitment and training efforts.	Sustain funding.
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.	5 - Fully implemented	lack of Ability to effectively track transition data due to a lack of universal identifier.	Increase the number of certificated and classified staff used to track data.	Universal data tracking system.
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	5 - Fully implemented	N/A	Lack of time and employee training.	Sustain funding.
Completion of FAFSA applications while still incarcerated	5 - Fully implemented	None	None	N/A
Existing Certificated staff utilized to train and assist staff members.	4 - Mostly implemented	Additional time needed to identify and train current staff on high need professional development areas.	Implementation of Professional Learning Community Model (PLC)	Sustain funding and State professional development in high need areas.
Existing Classified staff (attendance clerk, secretary, office assistant) utilized to support classes /programs and student's needs - MOE Allocation Funded	5 - Fully implemented	N/A	N/A	Sustain funding.
Existing Facilities, equipment, technology, and supplies utilized to support new classes and programs - MOE Allocation Funded	5 - Fully implemented	N/A	N/A	N/A
Existing school structures are utilized - MOE Allocation Funded	5 - Fully implemented	N/A	N/A	Sustain funding.
Marketing and outreach to maintain public awareness around adult education services and programs provided - MOE Allocation and AEBG CVUSD allocation Funded	5 - Fully implemented	Ongoing need to purchase curriculum/software.	Identification of high need areas and subgroups to target.	Sustain funding.
Multifunding teacher position	1 - Not at all implemented	Distance of jail facility to RCOE main campus.	Continues recruitment to fill the position.	N/A.

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?
Open and hire new EMT position	3 - Somewhat implemented	Currently we are in the process of recruiting an EMT instructor. In addition, the EMT classroom is going through the Riverside County Emergency Services Agency (REMSA) approval process.	None. Currently in process for REMSA approval processes prior to scheduling course offerings.	N/A
Purchase of Curriculum/ software.	5 - Fully implemented	N/A	Ongoing need to purchase instructional supplies.	Sustain funding. State repository of adult education curriculum.
Purchase of Instructional Equipment and technology	5 - Fully implemented	N/A	Ongoing need to purchase instructional equipment and Technology.	Sustain funding.
Upgrade Tutoring and Assessment Center with N/C specific software	4 - Mostly implemented	Nothing major.	None. Currently in the process of being implemented.	Sustained funding for ROP/CTE.

### 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).

Develop modular curriculum of shorter duration for students to fill skill gaps more quickly.

## 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?
Continue N/C COD Steering Committee and Work Groups.	5 - Fully implemented	None.	Steering Committee to meet more frequently.	N/A.
Professional Development	5 - Fully implemented	Large geographic distances.	Online webinars, conference calls, and webcast professional development have been provided.	Sustain funding for professional development.
Provide faculty stipends to write and approve N/C curriculum	5 - Fully implemented	None.	Sustain continuity within administrations and with staff.	N/A.
Provide Flex activities specifically focused for N/C faculty	3 - Somewhat implemented	Transitions within administration.	Sustain continuity within administrations and with staff.	N/A.
Provide ongoing professional development to faculty re: N/C	3 - Somewhat implemented	Transitions within administration.	Sustain continuity within administrations and with staff.	N/A.

**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 Learning Community collaboration meetings offered to instructional staff where they discuss curriculum that will improve completion, placement, and licensure outcomes data driven decision making.

Quarterly counselor collaboration and professional development.

## 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?
Citizenship and ESL Services	5 - Fully implemented	N/A	Continued growth	Sustain funding.
Contract Services - GED/High School Diploma Completion	5 - Fully implemented	N/A	Continued growth	Sustain funding.
Contract Services - CTE and GED/High School Diploma Completion	4 - Mostly implemented	Lack of time to fully implement partnership with CTE programs.	Creation of future contracts	Sustain funding.
High School Equivalency Program(HSE)	5 - Fully implemented	N/A	Continued growth	Sustain funding.
Internship Program	5 - Fully implemented	None.	Development of new business and industry partnerships to provide internship community classroom experiences.	Sustain funding.

**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.

DRC will partner with Local Work Force Development Board. DRC members will coordinate with the LWDB by regularly meeting and communicating with LWDB and partner agencies to improve coordination and alignment of services.

With the creation of a phase one and phase two WIOA Memorandum of Understanding (MOU) between DRC members and the LWDB, DRC will have access to services from Workforce Development Center, Department of Social, Housing Authority, Center for Employment Training, Office of Aging and opportunities from 26 other MOU partners. In an effort to coordinate with the LWFD One Stop Center, DRC will refer students, and clients back and forth between LWDB and partner agencies and align services with the goal of leveraging partner resources.

## 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
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2015-16	\$2,999,915	\$2,669,977	\$329,938
2016-17	\$3,063,316	\$954,759	\$2,108,557
<b>Total</b>	<b>\$6,063,231</b>	<b>\$3,624,736</b>	<b>\$2,438,495</b>

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

As a result of issues with the flow of funds to members as well as prompt approval of contracts in 2015-16, the Desert Regional Consortium opted to have direct funding for 2016-17. The DRC felt funding flowing directly to each member, without the intermediary of a fiscal agent, would be more expedient and better use of resources. The DRC will continue with direct funding for the 2017-18. A residual of the late arrival of funds in 2015-16, caused the majority of expenditures for those funds has occurred during the past year. All MOE 2015-16 funds in the amount of \$933,933.00 were fully spent by DRC member Coachella Valley Adult School.

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

All contract 2015-16 expenditures outstanding and active purchase orders will be identified and paid by the December 31 deadline. The unspent remaining committee budget will be divided between members for complete expenditure of remaining funds to support current 2016-17 and/or upcoming 2017-18 activities. If individual member budgets cannot be spent by the member can transfer said funds to another member(s) who can spend the funds within DRC plan guidelines.

## Section 3: Certification and Submission

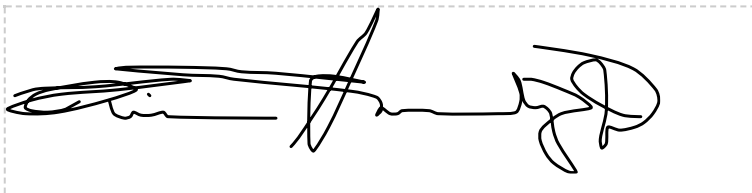
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

**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)



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



