



Section 1: Consortium Information

Desert Regional Consortium

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

California established in 2013-14 the AB86 Planning Process, to provide the opportunity to rethink and redesign an educational system to establish linkages for students across the California Department of Education and the California Community College Chancellor's Office adult education systems that provide adults with the academic and career skills needed to enhance student success.

Assembly Bill 86 provided \$25 million for local community college districts and K-12 districts to develop coordinated plans to expand the provision of adult education within designated regional consortia boundaries. This action created the Desert Regional Consortium (DRC) in the Coachella Valley. These funds were distributed to educational consortia throughout the state, as determined by need using several indicators. After a successful two-year planning phase, the state committed to ongoing investments beginning with the 2015-16 fiscal year.

On July 1, 2015, Assembly Bill 104 was passed, and the Legislature appropriated a \$500 million Adult Education Block Grant to the California Community Colleges Chancellor's Office to jointly work with the California Department of Education to support the expansion and improvement of the provision of adult education. These funds were distributed, based upon a needs formula, to 71 consortia for the purpose of supporting activities listed within plans developed during the two-year planning phase. Through Assembly Bill 104, consortia implement activities to expand and coordinate services that address the educational needs of adults in all regions of the state. In addition to supporting instructional services, it is also the intent of the Legislature to coordinate programs that support education and workforce services for adults. AEBG, has since transformed to the Adult Education Program (AEP) and finally to the California Adult Education Program (CAEP).

As per AB104, any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member.

Overview of Consortium Membership

The Desert Regional Consortium serves eastern Riverside County in the area known as Coachella Valley. The DRC Board is composed of representatives from a range of educational institutions serving the Desert Region.

- Coachella Valley Adult School (CVAS) – School District
- College of the Desert (COD) – Community College
- Desert Edge School Adult Education Program (Desert Edge) – County Office of Education
- Desert Sands Unified School District (DSUSD) – School District
- Palm Springs Unified School District (PSUSD) – School District
- Riverside County Office of Education School of Career Education (RCOE SCE) – County Office of Education

Coachella Valley Adult School (CVAS) and College of the Desert (COD) are the region's largest providers of adult education programs and services. While CVAS focuses on serving adult learners in the Coachella Valley and southern parts of the region, COD serves adult learners throughout the entire region. DSUSD and PSUSD are K-12

districts that partner with CVAS and COD, respectively, to provide satellite adult education programs within those districts, but currently do not offer stand-alone adult education programs. The innovative partnership between local school districts and their respective AE partners has been recognized by CAEP as a “Practice with Promise” and the partnership between CVAS and DSUSD is highlighted on the CAEP website.¹ The RCOE serves all Riverside County and is a member of two additional CAEP consortia: the Southwest Consortium and the Riverside Consortium. Within the DRC, RCOE members represent both Desert Edge in the Indio Jail, Indio Day Reporting Center, and the School of Career Education in Indio.

DRC member institutions provide a variety of programs and courses to meet the needs of adult students in the region, not all of which are CAEP-specific or CAEP-funded. Such services include Adult Basic Education (ABE), Career Technical Education (CTE), and English as a Second Language (ESL). As shown in **Table A**, the proportion of students enrolled in each type of CAEP program varies by member.

Table A. Percentage of CAEP Students by CAEP Program²

Institution	ABE/ASE Students	CTE Students	ESL Students
COD (N = 7318)	32%	0%	68%
CVAS (N = 2610)	55%	6%	43%
DSUSD (N = 160)	30%	0%	70%
RCOE SCE (N = 92)	0%	100%	0%
Desert Edge (N = 201)	51%	49%	0%

The Desert Regional Consortium adult education impact has increased from the previous planning period following the goals established in the previous 3-Year Plan.

Coachella Valley Unified School District

Coachella Valley Adult School is the region’s sole adult school and as such serves as the entryway for many adult learners in the adult education system. CVAS offers adult education in the areas of Adult High School Diploma, High School Equivalency Preparation, English as Second Language (ESL), Career Technical Education and Citizenship Preparation.

In an effort to increase student completions and transitions and to eliminate educational obstacles and gaps in service areas, CVAS offers an array of AE services including childcare, career counseling and transition services, testing, tutoring, communications/marketing, professional development, contract services, and fee assistance

¹ AEBG. (2017). *Practices with a Promise Success Story: School Districts Partner to Restore Adult Education Services in Coachella Valley*. Retrieved from http://aebgpracticeswithpromise.com/showcase_story.asp?id=1074

² Data were provided by DRC member institutions. With the exception of DSUSD, all data are for FY15/16. DSUSD data are from FY16/17. PSUSD did not provide data.

programs. CVAS also collaborated with the International Brotherhood of Electrical Workers (IBEW) to provide an electrician pre-apprenticeship courses to about 25 adult students per year. In addition, CVAS offers various CTE courses and field-based learning opportunities including construction, data management, and transportation assistance. CVAS is exploring potential pre-apprenticeship programs to include over the next three to five years in industries such as carpentry, sustainable energy, and air condition technology.

Desert Sands Unified School District

Adult education services offered at locations in the DSUSD are part of partnership between DSUSD and CVAS. This partnership began as part of a regional effort to leverage limited funding in order to eliminate a gap in service area. Through this partnership, classes in English as a Second Language, Adult High School Diploma and Adult High School Equivalency are available at multiple school sites within the DSUSD district boundaries. In an effort to eliminate educational obstacles, DSUSD also provides students with counseling and transitional support from a full time Career Guidance Specialist, childcare for all classes, and transportation assistance in the form of bus passes.

College of the Desert

College of the Desert (COD) provides adult learners with ASE, HSD, GED, and ESL courses at its main campus, and at satellite locations throughout the Coachella Valley. The college is one of a handful of community colleges in California to offer GED courses on-campus. The unique program allows students pursuing their GED to familiarize themselves with the college campus and provides a seamless transition for students who complete their CED to enroll in transfer-level courses. The college also provides students access to transitions to academic and vocational programs.

Since joining the DRC, COD has used CAEP funding for instructional salaries, professional development, textbooks, and instructional materials as well as supports for student success and retention. COD has also built their data and assessment capacity by leveraging CAEP resources.

Palm Springs Unified School District

Palms Springs Unified School District (PSUSD) offers ABE and GED courses through a partnership with COD. Per an MOU with COD, PSUSD offers adult education courses at multiple sites including the Edward Wenzlaff Education Center, James Workman Middle School, and the Family Engagement Center. PSUSD has also used CAEP funds to increase staff and other services that provide a wide range of academic and supplemental support to adult learners, which include:

- Presenting information to adults on ESL, FAFSA/Dream Act, COD and the differences between the California State Universities (CSU), Universities of California (UC), community colleges and private colleges
- Assisting adults/graduating seniors with ESLN, COD and EOPS registrations, FAFSA/Dream Act applications, learning about DSPS, learning about A-G, COD high school completion, and GED registration
- Contacting high school dropouts to assist them with enrollment in GED or High School Diploma programs, contacting the Early Childhood Education (ECE) Department at COD, and connecting staff with Supervisory Aides at PSUSD to assist with entrance into the ECE program.

RCOE School of Career Education and Desert Edge

Riverside County Office of Education offers two distinct technical education adult education programs within the Desert Region. The School of Career Education offers CTE courses for a variety of professions that include the

medical, dental, pharmacy tech, and office professions. The Desert Edge program offers jail-based adult education courses as well as programs offered at the day-reporting center in Indio. CAEP funds have supported RCOE in expanding adult education instruction at both locations. At the School of Career Education, CAEP has support increases in the level and type of CTE courses as well as provide scholarships for low-income students were offered to enable them to take other fee-based classes they could not otherwise afford. The School of Career Education offers FAFSA and Pell Grant application assistance to students.

Moving forward the DRC commissioned Resource Development Associates (RDA) to create a Needs Assessment for determining the needs of adult students of the Coachella Valley. RDA examined both potential adult education (AE) students living in the region and currently enrolled DRC students. In order to measure the region's potential adult learner population, RDA analyzed demographic data of the area collected by the American Community Survey. This information provided a foundation for understanding the potential student need in the area as well as identified areas of concentrated need. Similarly, we looked at attendance levels and course offerings of DRC members to understand the current capacity of the DRC's adult education system and the extent to which the DRC is meeting the needs of the current and potential adult student population in the region. This assessment does not assume that the DRC's AE system should have the capacity to serve the DRC's entire potential student population; rather, this assessment looks to understand how AE programs and services are distributed across the region and how the current system can align/expand with regional needs and the seven program areas.

2.2 Pre-Planning Assessment

Desert Regional Consortium Board members represent educational institutions from throughout the region and bring a deep understanding of the diverse population they serve. The DRC was able to use CAEP funds to quickly restore AE services to a significant portion of the region despite initial funding delays. Instead of rebuilding AE programs within each school district, the DRC took advantage of existing sites and surviving programs while encouraging flexible sharing of resources across traditional member boundaries and with other partners. This regional approach has allowed the DRC to provide extensive geographical coverage for AE programs. The initial push to expand access to English as a Second Language (ESL), High School Diploma (HSD) and Equivalency, Adult Basic Education (ABE), and Citizenship programs has been successful. These classes, including Spanish or dual-language options, serve the most basic underlying academic and linguistic needs of the region. CAEP funding has also enabled CVAS and RCOE to bolster existing CTE offerings and access. The regional framework, along with the intent to share resources across historical boundaries, allows the DRC to expand and adapt programming based on current and future need as opposed to specific institutional budget priorities and limitations.

The DRC has found creative ways to leverage CAEP funding in order to provide critical student supports and overcome barriers to access. Members have used funds to offset tuition, textbook costs, and test fees. For example, 95% of RCOE's School of Career Education students used CAEP funds to offset course expenses. Other members have invested AEBG monies into childcare during classes, bus passes, free transportation, and tutoring support. Certifications are also available in fork lift, OSHA, Food Handler and CPR Permits. Funding has also been used to purchase classroom materials, hire counselors, and provide professional development for faculty. Student and faculty survey results highlighted the importance of family support to student success, and the Parent Center at PSUSD exemplifies an innovative approach to that concept. The Center has successfully combined K-12 and CAEP funding to provide a replicable program of outreach, counseling, and educational programming for parents, creating families of learners.

The DRC demonstrates a willingness to both implement best practices and to be innovative in their approach to serving students.

The DRC has adopted several innovative strategies to support students and is constantly searching for best practices that might further aid their diverse student population. Such best practices are built into the system, like sharing resources such as space or DSUSD's Vocational Rehabilitation Certified counselor. Creative methods of delivery helped to eliminate barriers and accelerate student learning. Examples of DRC innovations include:

- A blended learning approach to ABE and ESL;
- Virtual CTE training;
- Flexible scheduling and distance learning; and
- Vocational ESL.

Additionally, specific institutions are implementing the following promising practices:

- COD is educating faculty in promising instructional practices based on statewide data gathered by CAEP and has worked with faculty to identify gaps in non-credit education. Faculty also received stipends to write new non-credit curriculum.
- Desert Edge hired dual-certified teachers who can work with students with learning disabilities, who often represent a higher percentage of the prison population than is found in the public.

- The Family Engagement Coordinator at PSUSD provides intense outreach to potential students while counselors at several institutions actively reach out to recapture dropouts.
- RCOE SCE has collaborated with CVAS to provide integrated education and career training. Historically RCOE SCE has had to turn away approximately 25% of potential students who lacked English literacy but is now able to accept these students, who will co-enroll in an 18-week English Literacy program provided by CVAS at the RCOE SCE site.

Members also consistently cited great value in attending the CAEP conference to learn best practices from other consortia and to connect with potential partners. Additionally, members use a wide variety of formal and informal networks to exchange information and ideas. For example, College of the Desert benefits greatly from the State's community college network through opportunities to collaborate with other colleges as well as gaining access to trainings, instructional tools and other professional development resources. CVAS and RCOE participate in regional WIOA groups and connect with peers at WASC events. Board members, data staff, and peer consortia all rely on these networks for inspiration and validation.

DRC members have formed positive working relationships with external partners, paving the way for the consortium to develop additional partnerships.

DRC members have relationships with several local and national organizations and are eager to expand their network with new connections. For example, RCOE's CTE programs seek industry partners' advice on curriculum development. RCOE's Desert Edge School has maintained a long-standing partnership with the Riverside County sheriff's organization to provide educational services at Riverside County Jails. For the last several years, Desert Edge School has also partnered with the Riverside County Probation Department to offer education at community corrections sites, such as the Indio Day Reporting Center. These programs are helping to reduce recidivism by improving opportunities for those in the justice system.

CVAS collaborates widely to expand access to AE programs such as its partnership through CSU Fullerton, which pairs CVAS with a migrant program in Imperial. The migrant program organizes recruitment, transportation, testing fees, and transition into the field while CVAS provides instruction. Members also share instruction or job placement services with their partners. For example, PSUSD hosts presentations and refers some students to the Cesar Chavez Community Center for ESL classes. CVAS provides GED in Spanish for PSUSD.

Survey results show partners are generally satisfied. Based on the high number of CVAS partners participating in the survey, CVAS seems to have developed the most extensive list of partners. Members mentioned having common partners such as the WIN Center, Center for Employment Training, Smooth Transitions, the Cesar Chavez Community Center, and the Workforce Development Board. Members also have partnerships that precede the formation of that help bolster and expand partnership across members.

There is a commitment to adapt the existing strong foundation of CTE programming to align with changing economic and labor market trends.

CVAS, COD, and RCOE provide a strong foundation of CTE programming across a variety of professional fields that offer a range of career possibilities to adult learners. These members are working closely with their partners to identify and meet current and future industry needs. What has been missing is a regional, data-driven approach to this process. DRC Board members recognize the need for current, useful data as well as the importance of adopting a regional approach to CTE programming.

DRC members are steadily growing their data capacity.

Historically, DRC members adopted or augmented new systems and technology depending on their own individual needs. Some, like RCOE, were motivated to improve data capacity after going through the Workforce Innovation and Opportunity Act (WIOA) review process. Several data personnel across DRC institutions noted that CAEP reporting requirements motivated institutions to grow their data capacity and staff resources. All data staff interviewed noted the adoption or imminent adoption of new technology at their institution.

The State now requires all members to report a variety of student information (e.g., attendance, testing, demographics, and student goals) via TOPSpro Enterprise. As an adult school, CVAS was already compliant, while others have worked to enable a smoother interface with TOPSpro Enterprise. The data was used to maintain the Professional Learning Community model; Standards Based, Data Driven and Results Oriented. The consensus among data personnel was that data capacity would continue to grow as institutions are expected to meet both new CAEP requirements and more sophisticated data needs, such as sharing data with other DRC members or tracking students through various programs and employment.

In addition, RCOE SCE is required to collect completion, placement, and licensure student outcome data as part of their Annual Institutional Report. This data is collected from all comprehensive, short term, and job upgrade courses. To maintain its Council on Occupational Education (COE) Reaffirmation accreditation status, benchmarks must be maintained.

Current programs and services do not fully align with existing and projected career pathways.

Past CTE curriculum development has been based more on student interest and demand than driven by labor market data, which may explain why current programs and services are not fully aligned with opportunities for year-round employment and regional needs. For example, Healthcare and Social Services, Local Government and Education, and Professional Services tend to be stable year-round professions. The DRC offers multiple programs for Healthcare and Administrative Services, although not in all locations. The partner survey noted the suggestion for more early childhood training, revealing a potential area of need in a relatively stable field.

A goal of this assessment process was to assess the region's labor market and industry trends to inform planning efforts to better current and future CTE programming. Based on labor market indicators and input from business partners, the DRC may also want to consider developing and expanding CTE programs for skills that are currently in high demand in the larger region, such as information technology, computer science, and renewable energy. Working with local industry and government partners, the DRC can ensure responsive programming and clear pathways to employment.

Student transition services are not fully meeting the needs of adult students.

All DRC Board members cited significant challenges with the student transition process and at the time of this assessment, CVAS, DSUSD, and PSUSD had used CAEP funds to hire new counseling/transition staff. During interviews, members noted the value of CVAS's and PSUSD's bilingual counselors as well as DSUSD's Certified Vocational Rehabilitation counselor. In a recent survey, 74.5% of teachers also felt that peer support was a helpful resource for students. While some institutions benefit from these counselors through existing partnerships or informal relationships between counselors, not all members are aware of or take advantage of these resources. Having these counselors in place can improve internal collection and tracking of student data, which may bolster efforts to provide more comprehensive and standardized transition practices within and between institutions.

Additionally, CVAS, DSUSD and PSUSD counselors meet frequently. Greater coordination and collaboration between all counselors can benefit the DRC. Ultimately the students through standardized data collection, consistent messaging, and coordinated student transitions region-wide.

Additional progress toward a system-wide framework of collaboration and coordination is necessary to increase AE capacity to achieve regional alignment.

The DRC has made great progress in developing resource-sharing agreements between specific members to expand the regional AE system. The consortium may benefit from examining additional strategies such as developing a shared process to develop articulated curricula and share resources for students across different agencies. Increased coordination of counselors, for example, could result in an exchange of best practices that would benefit the consortium as a whole and would contribute to a more consistent student experience.

While the DRC has moved toward collaboration as it has expanded the geographical reach of programs, it is still working to reconcile historical or traditional boundaries between providers with current and future capacity needs. Often, organizational red tape and system misalignment among DRC members can hinder program and service coordination. This contributes to inefficiencies such as duplication of administrative efforts and transition barriers for students. The move to a more fully integrated, regional AE system is the next logical step in the DRC's evolution.

External partnerships are still developed and implemented at the institutional rather than regional level, limiting impact on DRC programs, planning, and decision-making.

DRC members work collaboratively through MOUs, while external partnerships are still negotiated and implemented largely among individual institutions. CVAS in particular seems to have a high number of external partnerships, including 30 other partners linked through the one-stop WIOA MOU partnership.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Cal State Fullerton (HEP Program)	Education	1099 Orchard Ave., Coachella CA	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help migrant agricultural workers attain a HSE certificate
California Department of Real Estate	Education	1099 Orchard Ave., Coachella CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approves RE courses and exams
Cal State Reentry Initiative	Education	1099 Orchard Ave., Coachella CA	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assist the formerly incarcerated re-enter society
Center for Employment Training	Education	49-111 Hwy 111, Coachella CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community-based skill training center
City of Coachella (Library)	Local Gov.	1500 6 th St., Coachella CA	<input type="checkbox"/>	<input type="checkbox"/>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilities for ESLN Foundations
Coachella Valley Rescue Mission	Non-Profit	47-470 Van Buren St., Indio CA	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Place for the homeless & Needy
County of Riverside TAP – General Careers	Education	44-199 Monroe St., Indio CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refers participants for career Advancement
Ed2Go	Online Education	1500 6 th St., Coachella CA/Online	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ed2Go provides online courses
Educational Testing Services	Non-Profit	Princeton, NJ	<input type="checkbox"/>	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides GED Testing Services
Mecca Farmworker Service Center	Government	91-275 66 th Ave., Mecca CA	<u>X</u>	<input type="checkbox"/>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ESL classes for adults
Pearson Vue	Education	5601 Green Valley Dr, Bloomington, MN	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides Testing Services
Riverside County DPSS	Government	4060 County Circle Dr, Riverside, CA	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contract Monitoring
Riverside Co., Local Workforce Development	Government	44-199 Monroe St., Indio CA	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	Provides oversight for the WIOA programs in the county
Riverside County Probation Department	Government	47-940 Arabia St, Indio, CA	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides H.S. diploma, GED/HiSET, CTE
Riverside County Sheriff Department	Government	86-625 Airport Blvd, Thermal, CA	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides educational programs for inmates
CalWorks/GAIN	Government	44199 Monroe St Ste D, Indio, CA	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refers participants for career advancement

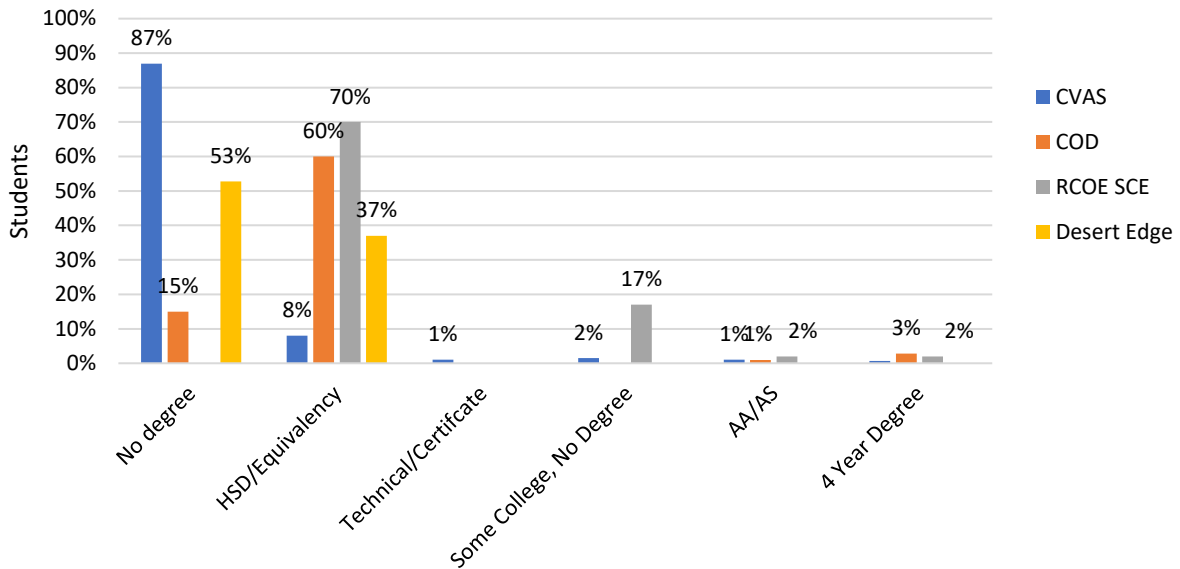
Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$3,069,816	\$3,069,816	\$3,069,816
CalWORKs	\$36,500	\$36,500	\$36,500
CCD Apportionment	\$3,541,975	\$3,541,975	\$3,541,975
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$289,900	\$289,900	\$289,900
Perkins V	\$0	\$0	\$0
WIOA II	\$1,315,724	\$1,315,724	\$1,315,724
Other			
Contracted Services	\$177,023	\$177,023	\$177,023
Pell Title IV	\$140,850	\$140,850	\$140,850
Fees	\$250,400	\$250,400	\$250,400
Perkins 132	\$12,915	\$12,915	\$12,915
Total	\$8,835,103	\$8,835,103	\$8,835,103

2.3 Community Need and Customers

In addition to secondary ASAP and TOPSpro student data provided by DRC institutions (FY 14/15 through FY 16/17), RDA worked with each institution to develop and administer a survey assessing students’ demographics, reasons for enrollment, barriers for attendance, resource use, and perceptions of support and satisfaction with their schools. Data from each member institution indicate that the majority of adult students in the DRC are female, Hispanic, and between the ages of 25 and 54. The majority are residents of either Riverside or Imperial counties. As shown in **Figure 1**, the majority of CVAS and Desert Edge students do not have a degree, while the majority of COD and RCOE SCE students have obtained a HSD/GED.

Figure 1. DRC Adult Student Educational Attainment



Institutional data provides insights into the reasons students enroll in the AE courses provided by DRC members. Students enrolled at each institution reported the following primary goals for their enrollment:

- CVAS students are interested in improving their basic skills, including English.
- COD students are interested in basic skills, as well as entering college or training programs.
- All RCOE SCE students are interested in obtaining employment, industry certification and higher learning.
- Desert Edge students’ goals vary, but include obtaining a GED/HSD, improving basic skills, and getting a job.

Additionally, students reported their secondary goals for their enrollment:

- CVAS students continue to be interested in improving their basic skills, including English.
- COD students’ secondary goals include improving basic skills and entering college/training programs, as well as obtaining a GED/HSD and getting a job.

In their survey responses, students indicated which resources provided by their schools are the most helpful. Students could select multiple options. As shown in **Figure 2**, most students selected their teacher as a helpful resource. A sizable portion of students receive helpful support from their families, friends (33%), and classmates (22%) while a lesser percent indicated that counselors (11%) and other academic support (6%) provided by their school are resources.

RDA compared the primary and secondary goals of students at each DRC member institution to the offerings listed in each institution’s course catalogue or website. As shown in **Table B**, the current DRC course offerings are meeting the majority of enrolled students’ needs and goals, with a few exceptions.

Figure 2. Helpful Resources for Attending School (N = 986)

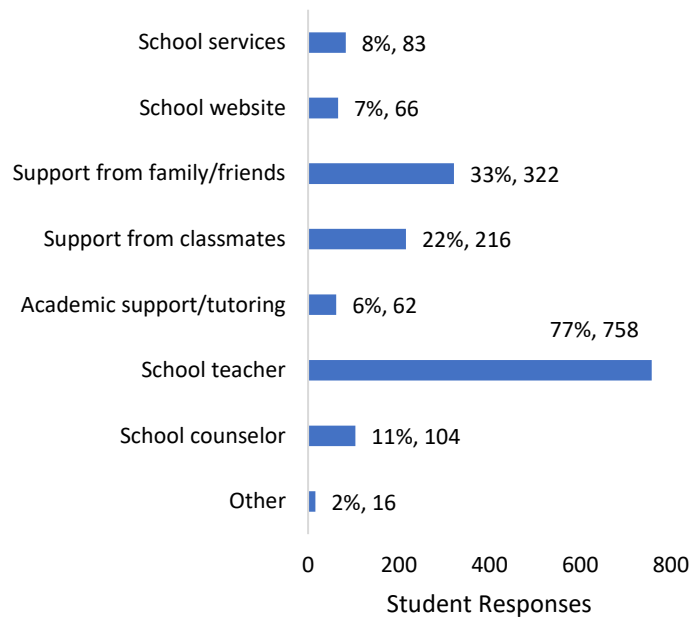


Table B. Student Goals, Program Offerings, and Locations by School³

School	Student Goals (Primary/Secondary)	Offered? Where?
CVAS	Basic skills (P)	Yes; multiple locations
	English (P)	Yes; multiple locations
	GED/HSD (S)	Yes; multiple locations
DSUSD	Basic skills (P/S)	Yes; Indio
	English (P/S)	Yes; multiple locations
COD	Enter college/training program (P/S)	Yes; multiple locations
	Basic skills (P/S)	Yes; Palm Desert and Indio
Desert Edge	GED/HSD (P)	Yes; Community Correction Site
	Basic skills (P)	Yes; Indio Jail, Community Correction Site

³ Data on program offerings and locations are from course catalogues, websites, and interviews with representatives of DRC member institutions.

School	Student Goals (Primary/Secondary)	Offered? Where?
	Get a job (S)	Yes; Community Correction Site
	Enter college/training program (S)	Yes; Indio Jail, Community Correction Site
RCOE SCE	Get a job (P/S)	Yes; Indio

2.4 Regional Economic Summary

In order to determine the extent to which the DRC is meeting the economic needs of the region, RDA looked at several indicators of regional economic growth, as well as the region's economic priorities. Looking at a variety of indicators, including top employers and projected job growth, alongside the priorities established by regional leadership allows the DRC to understand where course offerings may or may not align with the region's goals. Table C depicts the recent top employers in the County, which represents opportunities for employment for adult learners.

Table C. Top Ten Employers in Riverside County for Fiscal Year Ending June 2016

Employer	Employees	% Total County Employment
County of Riverside	21,479	2.19%
March Air Reserve Base	8500	.87%
UC Riverside	8306	.85%
Amazon	7500	.77%
Stater Brothers Market	6900	.70%
Kaiser Permanente Riverside Medical Center	5300	.54%
Corona-Norco Unified School District	5098	.52%
Desert Sands Unified School District	4202	.43%
Riverside Unified School District	3973	.41%
Pechanga Resort Casino	3931	.40%
<i>Total Percent of County Employment</i>		7.68%

Coachella Valley Cities

The estimated 2012 population was 38,075. La Quinta grew at a higher rate than most other cities in California during the 1990s and 2000s.

City	Population (2000 census)	Population (2010 census)
Cathedral City	42,647	51,200
Coachella	22,724	40,704
Desert Hot Springs	16,582	25,938
Indian Wells	3,816	4,948
Indio	49,116	76,036
La Quinta	23,694	37,467
Palm Desert	41,155	48,445
Palm Springs	42,807	44,552
Rancho Mirage	13,249	17,218

Top Employers – Coachella, CA

According to the Coachella’s City’s Comprehensive Annual Financial Report, the largest employers are:

#	Employer	Employees
1	Spotlight 29 Casino	575
2	Coachella Valley Unified School District	555**
3	Augustine Casino	400
4	Ernie Ball	330
5	Valley Pride	247
6	Esterline	242
7	Coachella Valley Water District	758
8	Teserra	218
9	Cardenas Market	160
10	Reyes Coca-Cola Bottling	115

**Coachella Valley Unified School District lists 2,051 Employees

Top Employers – Indio, CA

According to the Indio’s City’s 2017 Comprehensive Annual Financial Report, the top employers in the city are:

#	Employer	# of Employees
1	Desert Sands Unified School District	2,677
2	County of Riverside	1,211
3	Fantasy Springs Resort Casino	1,108
4	John F. Kennedy Memorial Hospital	750
5	Walmart Supercenter	258
6	City of Indio	233
7	Riverside County Superior Court	172
8	Fiesta Ford	142
9	Cardenas Market	132
10	Mathis Brothers	132

Top Employers – La Quinta, CA

According to La Quinta’s 2010 Comprehensive Annual Financial Report, the top employers in the city are:

#	Employer	# of Employees
1	La Quinta Resort and Club	1,500
2	PGA West Stadium Course	1,200
3	Desert Sands Unified School District	764
4	Walmart	350
5	The Home Depot	210
6	The Hideaway	150
7	Lowe’s	150
8	The Madison Club	150
9	Stater Bros.	130
10	Tradition Golf Club	101

Top Employers – Palm Desert, CA

According to the Palm Desert City's 2016 Comprehensive Annual Financial Report, the top employers in the city are:

#	Employer	# of Employees
1	JW Marriott Desert Springs Golf Resort Marriott Desert Springs Villas	2,304
2	Universal Protection Service	1,500
3	Securitas	700
4	Sunshine Landscaping	500
5	Riverside County Sheriff	368
6	Bighorn Golf Club	250
7	Costco	250
8	Desert Arc	250
9	Westin Desert Willow	248
10	Time Warner Cable	236

Similar Reports were not available for Cathedral City, Indian Wells, Rancho Mirage and Palm Springs.

Additionally, Table D represents the fastest growing occupations in the region. Importantly, none of these occupations requires prior work experience and many offer apprenticeships or on-the-job training. Only two positions, Physician Assistants and Nurse Practitioners require an Associate degree or higher. The remaining occupations require either a HSD/GED or no formal credential.

Table D. Fastest Growing Occupations⁴

Occupational Major Group	Occupational Title
1. Construction & Extraction	Reinforcing Iron and Rebar Workers
2. Construction & Extraction	Helpers--Brick masons, Block masons, Stonemasons, and Tile and Marble Setters
3. Construction & Extraction	Roofers
4. Construction & Extraction	Cement Masons and Concrete Finishers
5. Sales & Related	Door-to-Door Sales Workers, News and Street Vendors, and Related Workers
6. Construction & Extraction	Glaziers
7. Healthcare Support	Physical Therapist Aides
8. Healthcare Practitioners & Technical	Physician Assistants
9. Construction & Extraction	Helpers--Electricians
10. Healthcare Practitioners & Technical	Nurse Practitioners

As with the fastest growing occupations, the majority of occupations with the most job openings in the region require little more education than a high school diploma. **Table E** depicts the occupations with the most projected job openings through 2024. Only heavy duty and tractor-trailer truck drivers and registered nurses require more than a HSD or equivalent. Similarly, the occupations in **Table E** have an earning potential that sits on the lower tier of income levels and may not provide a sustainable living wage for California. The DRC may better serve adult learners by offering CTE and short-term CTE programs in occupations with higher growth potential and earning potential such as healthcare, skilled construction (carpentry, welding, plumbing, etc.), and transportation/freight. The DRC may want to consider developing and expanding CTE programs for skills in those areas currently in high demand outside of the Desert Region, such as information technology and computer science.

⁴ State of California Employment Development Department. (2017). *2014-2024 Fastest Growing Occupations, Riverside-San-Bernardino-Ontario Metropolitan Statistical Area (Riverside and San Bernardino Counties)*. Retrieved from <http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html>

Table E. Occupations with the Most Job Openings⁵

Occupational Major Groups	Occupational Title	Total Openings 2014-2024	2016 First Quarter Wages	
			Median Hourly	Median Annual
1. Transportation & Material Moving	Laborers and Freight, Stock, and Material Movers, Hand	25,560	\$12.33	\$25,652
2. Food Preparation & Serving Related	Combined Food Preparation and Serving Workers, Including Fast Food	23,510	\$9.65	\$20,068
3. Personal Care & Service	Personal Care Aides	22,110	\$10.15	\$21,098
4. Sales & Related	Cashiers	19,730	\$9.75	\$20,298
5. Sales & Related	Retail Salespersons	19,190	\$10.59	\$22,027
6. Food Preparation & Serving Related	Waiters and Waitresses	14,830	\$10.09	\$20,976
7. Office & Administrative Support	Stock Clerks and Order Fillers	12,170	\$11.46	\$23,844
8. Transportation & Material Moving	Heavy and Tractor-Trailer Truck Drivers	10,470	\$22.75	\$47,310
9. Healthcare Practitioners & Technical	Registered Nurses	9,380	\$45.90	\$95,464
10. Construction & Extraction	Carpenters	8,670	\$21.91	\$45,585

Both the Coachella Valley Economic Partnership (CVEP) and the Riverside County Economic Development Agency (RCEDA) have articulated specific economic priorities for the region. CVEP's priorities include attracting seasonably

⁵ State of California Employment Development Department. (2017). *2014-2024 Occupations with the Most Job Openings, Riverside-San-Bernardino-Ontario Metropolitan Statistical Area (Riverside and San Bernardino Counties)*. Retrieved from <http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html>

stable business⁶ to the region; continuing to support the core sectors of tourism and agriculture; and increasing diversification in several economic clusters (i.e., healthcare, renewable energy, technology, creative arts and design, and supply chain management). The RCEDA’s priorities are similar to CVEP’s and include focusing on growth in agriculture and renewable energy; and continuing to support growth and workforce development in healthcare, social services, education, government, and professional services. As shown in **Table F**, the DRC’s CTE offerings align with the current and projected labor market growth in the region, though there are opportunities to expand offerings to include advanced training and apprenticeships and to increase business partnerships within areas expected to grow.

Table F. Alignment of DRC CTE Offerings with Regional Economic Priorities

DRC CTE Program	CVEP Priority	RCEDA Priority
Construction <ul style="list-style-type: none"> • Construction Technology • Electrician • Appliance Maintenance 		
Healthcare <ul style="list-style-type: none"> • Nursing/Medical Assistant • Medical Record/Clerical • Pharmacy Tech • Home Health Aide 	✓	✓
Technology <ul style="list-style-type: none"> • Computer Information Systems • Computer Operator • Graphics Technology 	✓	✓
Renewable Energy <ul style="list-style-type: none"> • Energy System Technology 	✓	✓

⁶ Seasonally stable businesses have business models that have less exposure to seasonal fluctuations in their annual business cycle. For instance, retail is characterized as having high level of season fluctuations in volume of sales and revenue gained during peak seasons such as the holidays or tourist seasons and dramatic drops in sales and revenue during the “off” season. Whereas, a professional such as plumber may experience less exposure to seasonality as their profession is less tied to an economic.

Key Findings

- The majority of CVAS and Desert Edge students do not have a degree upon entry, while the majority of COD and RCOE SCE students have obtained a HSD/GED.
- Students' primary reasons for enrollment vary across institutions, but include obtaining their HSD/GED, improving their basic skills, entering college or training programs, and/or getting a job.
- The majority of students across institutions rated their teacher as a helpful resource, while very few said the school website was helpful.

2.5 Identifying Goals and Strategies

The DRC members may have the opportunity to leverage additional funding sources and make creative use of current funding streams.

Several potential sources of additional funding or innovative use of existing funds emerged from interviews with DRC members and peer consortia:

- PSUSD's Family Engagement Center model leverages K-12 funds to support outreach and education and can be replicated in other schools.
- Several institutions such as CVAS and RCOE receive WIOA funds and the opportunity exists for more regional funding through this and other government grant programs.
- Some members, such as CVAS, are working with community-based organizations or nonprofits that already receive grant funding. These relationships could lead to additional grant funding for joint programs.
- Local businesses may also be willing to support AE efforts through financial aid and paid apprenticeships, as they are doing for K-12 career academies.
- Desert Sands USD leverages district funds at the Eisenhower Education Center to provide adult education services in conjunction with consortium members CVAS and COD.

External Challenges

Summary of External Challenges

- Access barriers continue to prevent many students from both attending and advancing through career pathways after attending adult school.
- There is high need for ABE and CTE across the Desert Region.
- Recruiting, hiring, and retaining qualified staff to teach adult education and CTE classes in the Desert Region remains a challenge.
- Regional economic planning efforts do not specifically nor consistently include Adult Education efforts.
- The unpredictable policy environment for Adult Education makes it difficult for DRC members to commit to substantial investments.
- Economic volatility can reduce or increase the demands for skills taught in CTE programs.

Access barriers continue to prevent many students from both attending and advancing through career pathways after attending adult school.

The DRC primarily serves a largely Hispanic and low-income communities, especially in the more eastern and western areas of the region. Communities to the east include a large non-English-speaking migrant population. Sixty-nine percent of teachers noted a very common reason for student enrollment was to improve English skills in order to better communicate with others. Twenty-four percent of students surveyed felt that a lack of English-language skills was a barrier to attendance; however, the ESL population is diverse. One member noted that there

is a noticeable population of professionals who have immigrated to the U.S. and just need to hone their English-language skills.

Many students need childcare and other supports, including financial supports, to be able to attend classes. Adults with disabilities often need specialized supports and, depending on the type of disability, this may include equipment, modified curriculum, and/or specialized instruction. Students are juggling multiple jobs or working to find a job in a region with highly seasonal employment options. Many DRC members described both the urban and rural populations as “transient;” thus, personal information can quickly become outdated and outreach efforts or attempts to provide educational continuity are difficult.

The Desert Region is also large and there are many sparsely populated areas. Transportation options are limited throughout the region. Public transportation can take several hours to navigate what is normally a one-hour car trip, putting education and employment out of reach for those without access to vehicles. Thirty-five and a half percent of the teachers surveyed felt unreliable transportation prevented students’ ability to attend school at least 50% of the time or more. For example, DRC members discussed CVAS students who were on a career pathway but could not take the next step because they could not get transportation to Riverside for certification. The Desert Edge program faces unique challenges. It can be difficult to find a physical space to teach or reach students in solitary confinement or even to receive access to the Jail. Students may have other learning barriers, including disabilities and mental health issues.

There is high need for ABE, ASE and CTE across the Eastern Desert Region.

Adults over 25 years old living in the CVUSD region have lower educational attainment, higher unemployment, and are more likely to speak a language other than English at home. According to Census data, 46% of adults over 25 living in the CVUSD area have not graduated from high school, indicating a high potential need for ABE services. The high unemployment rate also points to the need for more robust CTE offerings in this area. Since 79% of CVUSD residents speak Spanish, there is a strong need for dual-language or Spanish-only education and counseling.

Recruiting, hiring, and retaining qualified staff to teach adult education and CTE classes in the Desert Region remains a challenge.

Finding adult educators in the Desert Region poses unique challenges. Though members all noted the strengths of their current staff, they also consistently noted that they are under-staffed and that it is difficult to identify and retain qualified staff. In particular, members cited the challenge of attracting dual-language staff, which is critical for programs in areas such as CVUSD. The Desert Edge Program has struggled to find instructors who are able to work with the unique population and who meet strict background check criteria. Desert Edge students may also have other challenges including disabilities and mental health issues, increasing the need for teachers who are dual-certified for special education and general education.

Staffing challenges do not only affect the DRC’s ability to maintain and expand programming. Three-fourths of students surveyed felt the teacher was the most helpful resource while at school. As one member noted, “students vote with their feet” if the teacher is not good. Data staff interviews revealed that teachers play the primary role in shepherding students through different levels of ESL and ABE. Staffing challenges can adversely affect student success and persistence.

Regional economic planning efforts do not include adult education efforts.

CVEP has partnered with local cities, DRC member institutions, local businesses, and government agencies to create a comprehensive plan for workforce education and employment in the region; however, there is little inclusion of AE or the DRC. The CVEP’s Regional Plan for College and Career Readiness includes development of

K-12 career academies, apprenticeships, and scholarships and financial aid. There are several aspects of this plan that closely align with the goals of the DRC and the business partners are either working with current DRC member institutions or have the potential to do so. As CVEP moves forward in updating its plan, the DRC has the opportunity to address this challenge by engaging in the updating process.

The unpredictable policy environment for adult education makes it difficult for DRC members to commit to substantial investments.

The high level of uncertainty due to constantly evolving state and federal policy decisions is a major challenge to DRC planning and investments. Board members and data personnel cited a high level of frustration with both the frequency of changes to CAEP reporting standards as well as the lack of clear direction accompanying these changes. There is also a concern that State funding for AE will not be sustainable in the long-term, which may reduce the confidence of potential partners to make investments in adult education programs.

At the federal level, both positive and negative changes are occurring, but the result is difficult to predict. For example, immigration policies and federal programs supporting low-income populations affect DRC target populations disproportionately. At the same time, possible additional funding for apprenticeships, despite a predicted loss of funding for workforce development overall, may continue to be an opportunity to be leveraged. In the face of such uncertainty, flexibility and responsiveness to change is key.

Economic volatility can reduce or increase the demands for skills taught in CTE programs.

The most recent recession took its toll on Riverside County and the Desert Region has been slower than the rest of the county to recover. Economic volatility is a major concern for any region, but in this case, the threat of volatility combined with the ongoing challenges of seasonal employment opportunities can seem to pose an overwhelming obstacle. The CVEP provides economic analysis and support for local business and government, but ultimately it is impossible to predict the future. Thus, the DRC must prepare for projected growth by using local, State, and Federal data available, while at the same time building enough flexibility into the system to adapt to short- and long-term economic downturns.

Section 3: Goals

Since 2014, the DRC has made substantial progress in rebuilding and bolstering the region's adult education system. The DRC Leadership Board has grown into a functional and collaborative body that has been able to form lasting and beneficial partnerships. The DRC's efforts the past few years have increased accessibility to adult programs through impactful and innovative programs and services. While the DRC has addressed many of the adult education system's immediate needs, there are still challenges and gaps for the Consortium to focus efforts on moving forward.

The following initial recommendations are intended to inform the DRC's planning process for adult education programs and services. They are also meant to support ongoing activities to strengthen and expand the region's adult education system. These recommendations and strategies are based on needs assessment findings, CAEP priority areas, and best or promising practices. Each of the recommendations fall into three categories:

- Expanding adult education programs and services
- Strengthening adult education partnerships
- Increasing DRC capacity

The goal of these recommendations is to provide the DRC Leadership Board with an initial framework to continue to address the region's gaps and barriers, leverage the Consortium's resources and strengths, and implement lasting changes to the region's adult education system.

3.1 Expanding Adult Education Programs and Services

Continue to expand services and other resources that streamline transitions and accelerate student progress.

The RDA assessment identified that DRC adult learners encounter a wide array of barriers and challenges to achieving academic or career success. The DRC will continue to use AEBG funds for programs and services that support smooth transitions, accelerate progress, and mitigate barriers for adult learners. The DRC will continue investing in transition services, such as counselors and advisors. It has established regular cross-agency meetings for transition and student support staff to coordinate services. The DRC is working to help accelerate student progress by aligning and articulating courses from adult schools to community colleges, developing resources for students (e.g., an inventory of CTE and academic course sequences), and integrating soft and workforce skills into ESL and ABE curricula. DRC is considering forming a workgroup of faculty and administrators from the adult school and community college to identify, develop, and implement strategies to reduce barriers to adult learner success.

Streamline course offerings to reduce redundancies and make clear, marketable pathways for students.

DRC Board members discussed identifying course sequences that DRC institutions can share, instead of duplicating efforts by having similar classes offered at each location. For example, ESL courses could be split, with the lower course levels offered by CVAS and more advanced levels offered by COD. Identifying additional pathways across institutions can be a beneficial strategy for sharing resources and supporting students who wish to advance their education, potentially even to a four-year degree. The process of identifying additional pathways should include

students, teachers and faculty perspectives to best standardize curriculum and instruction. Additionally, DRC members are leveraging resources like career counselors to help students identify and navigate these pathways.

Continue growing CTE course offerings that align with the region’s economic needs.

A review of the projected economic and employment trends, as well as the region’s economic priorities, indicates that the DRC is considering the following CTE activities to best align with the region’s economic needs:

- Create offerings for supply chain management and logistics and technology and renewable energy fields
- Explore possibility of CTE or short-term CTE programs for information technology and computer science
- Expand offerings for healthcare and construction fields
- Maintain offerings for administrative/office skills and real estate fields

3.2 Strengthen Adult Education Partnerships

Expand outreach efforts by increasing in-person networking, online marketing presence, and communication with students and families.

DRC Board members can utilize in-person networking opportunities to foster regional partnerships with potential adult education partners. Members should also consider identifying DRC successes or learning opportunities to leverage for presentations at these conferences. Such regional partnerships can improve the DRC’s ability to identify potential students and its capacity to provide services by sharing resources (e.g., space, equipment, and staff).

The DRC is improving its outreach to current and potential students and partners through its website. Fewer than 8% of current students surveyed listed the website as a helpful resource and many DRC members and teachers cited the lack of useful information on the website as a barrier to potential students. The DRC website should serve as a centralized location of all course offerings and pathways for adult learners, with clear contacts and resources for each pathway. Such a resource would be useful not only to students, but to their teachers and families who, according to student surveys, are the most helpful supports for adult learners in the region.

Continue to leverage relationships with current and potential community-based, business, and industry partners to bolster adult education programs and services.

DRC agencies have relationships with a range of community-based, business, and industry partners. The DRC is taking steps to better utilize partnerships to support adult education effort across the region. This may involve inviting partners regularly to DRC Leadership Board meetings to discuss adult education programs. The DRC may also want to consider creating an inventory of partners, and the type of services they offer, to serve as a resource for all DRC members. Doing so may provide students and teachers with greater access to educational and career resources and opportunities. Additionally, this strategy can create wider awareness of DRC programs and resources and can help the DRC members and existing partners know what others offer and attract new partners.

Prioritize building stronger partnerships among DRC agencies through region-wide collaboration, increased communication, and shared resources.

The needs assessment found that there is a need for stronger collaboration, communication, and resource sharing among DRC partners. While partnerships have strengthened over the course of this evaluation, the DRC should continue to focus on building partnership through shared initiatives and programs. The DRC focusing on

developing shared or articulated CTE programs, establishing processes to aid student transitions (e.g., co-located placement testing or enrollment), and creating professional development opportunities aimed at building the capacity of adult school and community college faculty to collaborate. Taking such steps will foster greater collaboration and partnership among DRC members and build a shared understanding of what the Consortium's CAEP goals and objectives are among members. Most importantly, taking such steps will lay the foundation for a seamless continuum of adult education programs and services in the region.

3.3 Increase DRC Capacity

Consider forming topic-specific workgroups of DRC staff and leadership to troubleshoot challenges and support CAEP implementation.

Workgroups offer an effective strategy to support efforts to implement the DRC's adult education activities. Generally, workgroups are made up of faculty and staff from various agencies and focus on specific topics, such as articulation and curriculum alignment, student support services, student transitions, or CTE. Workgroups can help troubleshoot barriers and challenges, develop new programs, identify gaps in programs, and support leadership on specific tasks. Workgroups can also help the DRC to be more responsive to feedback from faculty and students as they can provide the leadership board with regular input from the field.

Continue to expand data capacity efforts to improve student tracking and reporting.

Interviews with data personnel at each institution showed variability in the data practices at each member site. Staff should consider opportunities to streamline data efforts across sites, such as implementing standardized intake and exit interview forms, so there are consistent data sources across sites. DRC members can also leverage the new TOPSpro implementation to streamline reporting by working with data personnel to identify and share best practices in tracking students. Additionally, the DRC should consider identifying data elements that it may not be currently tracking at each institution (e.g., attempts without completion or attempts without attendance) to identify populations of adult students who may need additional support or resources to be successful. Throughout the process of expanding data capacity, DRC members should consider developing a workgroup that includes the personnel responsible for data entry and tracking, as well as the counselors, staff, and/or faculty who collect data from students. The insights and perspectives of these staff can be useful for understanding the efficiencies and barriers in the data collection, entry, and reporting processes; and their inclusion can be an opportunity to build their understanding of the CAEP requirements.

Provide shared professional development opportunities for college and adult school faculty and staff.

Providing shared professional development opportunities for both community college and adult school faculty and staff offers a variety of benefits. Shared professional development ensures faculty across different institutions are learning similar skills. Shared events also provide a venue for networking and relationship building among staff, which can also support collaboration and stronger partnerships between agencies. Lastly, since many Faculty may not be aware of adult education or the needs of adult learners, shared professional development helps to disseminate information about CAEP, adult education programs, and the education needs of adult learners.

Figure 1. Logic Model

Goal Statement: In the next three years, we envision a future where students are moving forward in their academic and professional careers pursuits as productive global citizens and members of this community.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p>
<ul style="list-style-type: none"> - Funding (CAEP, WIOA, CalWORKs, LCFF, CCD, Contracts with other agencies, etc.). - Facilities: Class locations throughout the Coachella Valley through agencies and partners. - Facilitators/instructors and counseling staff - Leadership - Website and tech resources for students - Labor market information and student data - Self-assessment tools for instructors/students to assess their talents and opportunities. - CASAS Data - CalPRO professional development - Childcare resources - Transportation - Student supports - Accommodations/ADA resources 	<ul style="list-style-type: none"> - Build Partnerships - Identify dropouts and potential students through surveys with K-12 and community partnerships - Map out certificate and academic pathways - Design or re-designing courses/certificates/ programs to be inclusive of all learners. - Conduct counseling (intake, career, educational, transition support, etc.) - Host events: job fairs, workshops, field trips, open houses, contextualized learning, “sample” lessons/courses, etc. - Conduct collaborative marketing and outreach, including optimizing our online presence - Conduct consortium-level staff development - Assess students’ skills and find ways to overcome educational obstacles. 	<p>Products:</p> <ul style="list-style-type: none"> ✓ <i>Instructor Evaluations/Course Evaluations</i> ✓ <i>Student Support materials</i> ✓ <i>Instructor Support materials</i> ✓ <i>Awards for instructors + recognition across the Coachella Valley/consortium</i> ✓ <i>Digital maps and print materials for student pathways</i> ✓ <i>Marketing Materials</i> <p>CERTIFICATES:</p> <ul style="list-style-type: none"> ✓ <i>Occupational Safety and Health Administration (OSHA) Certification</i> ✓ <i>Microsoft Office Suite Certification</i> ✓ <i>MOS (Microsoft Office Specialist) Certification</i> ✓ <i>Certified Nursing Assistant</i> ✓ <i>Forklift Operator</i> ✓ <i>Heavy Machinery Operator</i> ✓ <i>Home Health Care</i> ✓ <i>Acute Care</i> ✓ <i>Pharmacy Technician</i> ✓ <i>Phlebotomy</i> ✓ <i>Registered Dental Assistant</i> ✓ <i>CPR and First Aid</i> ✓ <i>Real Estate Certification/Exam Prep</i> ✓ <i>Computer Skills</i> ✓ <i>Hospitality (Guest Service Gold Level Certification)</i> ✓ <i>Truck Driving</i> 	<ul style="list-style-type: none"> - Students achieve employment in the industry that they trained in. - Increase the percentage of students earning HSE/HSD in the Coachella Valley. - Increase the learning gains measured by CASAS - Increase certifications awarded for job skills and workforce readiness - Increase CTE certs awarded - Help develop job-ready skills (pre-apprenticeship) - Increase % of students who persist in educational pathway - Finish pilot initiative and gather data about pilot success. 	<ul style="list-style-type: none"> - Increase the number of apprenticeships/pre-apprenticeships, internships and externships completed. - Continue with pilots launched in Y1 - Increase the number of stackable certificates awarded. - Increase # of students who transfer to community colleges, 4-year colleges, and post-grad - Continue to increase learner persistence on educational path. 	<ul style="list-style-type: none"> - Increase the median wage that our students earn as a result of engaging in education programs or career development - Expand pilots from Y1-3 - Reduce recidivism - Increase the number of students achieving citizenship - Fill more local jobs with program grads/certificate earners - Lower local unemployment rate - Improve local graduation rates/lower drop-out rates - Increase the number of learners who feel that they are empowered to be involved in their child’s education/life.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
	<ul style="list-style-type: none"> - Conduct exit surveys and interviews with students to understand what the barriers to completion and transition might be. - Survey our partners in industry to understand local business opportunities and needs. - Regularly review data and analyze information to understand current and future state - Support CASAS “literacy” with faculty and staff. 	<ul style="list-style-type: none"> ✓ <i>Medical Clinical Administrative Professional Certification</i> ✓ <i>Culinary (Knife skills, Banquet Server Certification)</i> ✓ <i>Citizenship</i> ✓ <i>High School Equivalency (GED/HiSET)</i> ✓ <i>High School Diploma</i> ✓ <i>IT Professions (A+ customer service/technician, White Hat Hacking)</i> ✓ <i>Heating Ventilation Air Conditioning (HVAC)</i> ✓ <i>Solar and Green Energy</i> ✓ <i>Logistics Certification</i> 			
Assumptions			External Factors		
<ul style="list-style-type: none"> - The underlying purpose of the consortium is to help students to achieve college/post-secondary education, jobs, and make life/work transitions. - We must align state and federal goals with the activities that we undertake. - Assume continued funding levels for WIOA and CAEP, continued funding for LCFF and Strong Workforce, some funding for Guided Pathways (CCD) and increase in state apportionment for community colleges for enhanced noncredit funding (through the Career Development and College Prep – CDCP – funds). - Students want/need more certification options; students who finish ESL are ready to transition to ABE/HSE/CTE and willing to continue studies. - It can take a while for new CTE certifications to gain approval at the Community College – may want to leverage existing programs/approved courses in new ways. We should try to accelerate the process whenever possible. - There may be more funding for certifications and noncredit offerings. - Not all students have kids or are involved in the lives of their children/grandchildren, but the grants often make this assumption that the students are also parents. - We assume that CTE follows local job market trends in the area and that the certifications are regularly reviewed and updated. 			<ul style="list-style-type: none"> - Advisory committees are actively shaping institutions, programs, and courses with their insights into occupations/industries. - Populations increases/decreases can cause rapid shifts in enrollment. There is also an economic impact to these shifts on local business and industry. - When the local economy is doing well, our enrollment numbers tend to decrease – when the economy is doing poorly, the enrollment in our programs increases. - Housing availability and affordability impacts students’ ability to participate in their educations – students may have housing insecurity and food insecurity. - Labor market and technology influence the need for ongoing training/retraining. Many people need to gain skills throughout their careers and must retrain/go back to school. - Due to retirement of the baby boomer generation and older, there are job vacancies—especially in upper-management, middle-management, and mid-career jobs and beyond. Entry level jobs need to be filled. 		

Table 3. Progress Indicators

1. By June 30, 2022, increase the overall number of students who have been awarded certificates of completion and high school diplomas (or equivalent) by 5%, as measured by total program completion data.
2. By June 30, 2022, increase the overall number of students who enter career and technical education pathways by 5%, as measured by enrollment data.
3. By June 30, 2022, create a unified system for tracking successful post-CAEP program transitions (academic, career, personal) that can be accessed by members of the consortium to drive program improvement practices.

3.4 Piloting and Implementation

Our goal is to co-enroll adult learners in career and technical education programs that lead to industry-recognized certification and living-wage jobs. To accomplish this goal, we propose a pilot program that will co-enroll adult learners in English-as-a-Second Language (ESL) and Adult Secondary Education (ASE) programs with Career and Technical Education (CTE) programs. Members of the Desert Regional Consortium (DRC) will first research the local labor market (using tools such as O*Net and Centers of Excellence) to determine which careers and occupations are in the highest demand in the Coachella Valley. Further, members of the consortium will investigate local initiatives that will require qualified employees in high-demand occupations. After gathering this data, members of the DRC will develop programs that train adult learners for high-demand jobs while developing these learners' basic skills and levels of literacy. The DRC is targeting the development of up to three pilot programs that reflect local need and adult learners' interests.

At the outset of the pilot, members of the DRC will identify short, medium, and long term performance indicators that measure program completion and the mastery of student learning outcomes. Further, members of the DRC will regularly review the efficacy of the pilot, which includes gathering data from program partners and local industry leaders. Implementation of the pilot program will require that members of the DRC regularly meet to discuss the goals and intended outcomes of the pilot initiative. To regularly assess the success of these pilot programs, quarterly data reviews and surveys of adult learners will be conducted. Finally, exit surveys will be conducted to gather input from students and employers to assess the experience of the learners and level of preparation that local workforce partners can expect from our program participants.

Potential partners for the pilot may include local employers in the healthcare sector, green technology, office administration, trade unions, temporary employment agencies, construction and infrastructure industries, manufacturing and logistics, and other high-demand fields. Promising vocational programs may include green energy, healthcare, manufacturing, construction, and product development as identified by preliminary research that the DRC has conducted. DRC members will actively collaborate with partners to investigate opportunities in service-learning, job-shadowing, mentoring, internships, apprenticeships, and other work-based learning opportunities.

To achieve this pilot within our three-year timeframe, the members of the DRC will start the planning and implementation process with a detailed program action plan that includes established roles, timelines, budgets, and other key implementation details.