

14 Desert Regional Consortium: Certified

Details

Consortium Information

Consortium Name:

14 Desert Regional Consortium

Consortium Short Name:

14 Desert

Address:

47-336 Oasis Street, A-33 | Indio, CA | 92201

Website:

<https://desertregionalconsortium.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$3,616,207

CAEP Funds 2021-22:

\$3,433,217

CAEP Funds 2020-21:

\$3,299,583



Consortium Contacts

| Responsibility | Name | Email | Title | Phone |
|-----------------|-------------------|--|---------------------|----------------|
| Primary Contact | Guillermo Mendoza | gemendozajr@aol.com | Consortium Director | (760) 567-6207 |

Member Agencies

| Member Agency | Member Type | Contact | Phone |
|---|----------------------------------|---------------------|-----------------------------|
| Coachella Valley Unified | Unified School District | Jereme Weischedel | (760) 398-6302 |
| Desert CCD | District | Dean Papas | (760) 776-7371 |
| Desert Sands Unified | Unified School District | Larry Bellanich | (760) 771-8612 |
| Palm Springs Unified | Unified School District | Dr. Deanna Keuilian | (760) 883-2703 ext: 4805006 |
| Riverside Co. Office of Education | County Office of Education (COE) | Ms. Lucie Gonzalez | (951) 922-7362 |

Executive Summary

Executive Summary *

Desert Regional Consortium (DRC) Board members represent adult education institutions from throughout the Coachella Valley and bring a deep understanding of the diverse population they serve. The driving principles since the creation of the DRC was to expand access to English as a Second Language (ESL), High School Diploma (HSD), High School Equivalency (HSE), Adult Basic Education (ABE), and Citizenship (CIT) programs have been successful. These classes, including Spanish or dual-language options, serve the most basic underlying academic and linguistic needs of the region. Due to the pandemic, remote and hybrid formats were created to meet the needs of the adults of the Coachella Valley. The regional framework, along with the intent to share resources across historical boundaries, allows the DRC to expand and adapt programming based on equity, current and future needs, as opposed to specific institutional budget priorities and limitations.

Desert Regional Consortium Members:

- Coachella Valley Adult School (CVAS) – School District
- College of the Desert (COD) – Community College
- Desert Edge School Adult Education Program (Desert Edge) – Riverside 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 resource sharing 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. 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.

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, achieving a high School Diploma/GED, learning 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.

Metric data from CalAdultEd 2020-21 Fact Sheets, LaunchBoard, US Census Data, our DRC Research Development Associates Assessment and other professional assessments, reflect the need to continue expand course offerings to assist our adult students, who fall into low poverty, low unemployment, and low literacy levels to achieve their primary goals.

As per TAP, our consortium numbers are inflated due to a WestEd issue in the Cal-PASS/LaunchBoard system. Cal-PASS/LaunchBoard indicated Actuals for 2019-20 for CVUSD - 1,886, COD - 2,624, DSUSD - 343, PSUSD - 444, and RCOE - 278. The total of the 2019-20 Actuals shown is therefore, 5,575 and not the inflated 17,526. WestEd is working to correct it. However, it may not be corrected in time for the Three-Year plan submission. As there is no textbox to enter the explanation in the Metric Section, we received approval from TAP to enter the discrepancy in the Executive Summary, as our members are using other metrics as well as the AE Pipeline for comparison and will appear as a considerable drop in numbers which is not correct due to the inflation.

Assessment

Overview and Preparation *

The Desert Regional Consortium established the DRC Three-Year Plan Committee of DRC Consortium members and partners to review and self-assess performance and the population it serves over a period of several months.

Following the CAEP Three-Year Plan 2022-2025 Infographic as a timeline guide, the DRC spent several weeks conducting the CAEP Consortium Program Quality Self-Assessment tool with members and partners reviewing, and reporting on each assessment category. Consortium members and Partners were able to provide input at all collaborative committee meetings and describe monthly progress of programs at roundtable discussions. Members and partners also provided narrative using Google Doc or at in-person meetings to finally achieve consensus for all six sections of the Three-Year Plan.

The DRC used the following assessments to evaluate effectiveness and identify needs:

- U.S. Census Data, specific to the Coachella Valley
- Inland Empire/Desert Regional Career Education Programs, Pathways & Employers Report
- Labor Market Data - Center of Excellence for Labor Market Research

- Desert Regional Consortium Needs Assessment - Research Development Associates
- TOPSPro/CASAS Testing Data
- American Community Survey 2020 Demographic Data by Key Subgroup - CalAdultEd Fact Sheets - 2021
- California Employment Development Department
- Agency attendance records
- Labor Market surveys from Workforce Investment Board
- Employment and Earnings Reports
- Barriers to Employment Survey results
- Quarterly and past years review of agency Data Integrity Reports

Regional Alignment and Priorities *

Ensuring the DRC maintains alignment of adult education and workforce services, Workforce representatives attend our consortium meetings and provide insights into programs or plans which consortium members can align into building additional career pathways, as well as the workforce sectors being used by the county workforce. In addition, consortium members attend CAEP webinars, CAEP Director's Conference, Annual CAEP Conference, and TOPSpro regional users groups, as well as the CASAS Institute. Members also attend professional organizations such as ACSA (monthly regional meetings), CCAE, CAAEA, and WASC. WIOA members attend WIOA regional meetings.

The Riverside County Workforce Development Board (RCWDB) provides oversight for the Workforce Innovation and Opportunity Act (WIOA) programs in the county. The WDB acts as a catalyst to provide seamless services among various workforce programs, and provides community leadership around workforce issues. There are five ways that we can carry out our role:

CONVENER - Bringing together business, labor, education, and economic development to focus on community workforce issues

WORKFORCE ANALYST - Developing, disseminating and understanding current labor market and economic information and trends

BROKER - Bring together systems to solve common problems, or broker new relationships with businesses and workers

COMMUNITY VOICE - Advocating for the importance of workforce policy, providing perspective about the need for skilled workers

CAPACITY BUILDER - Enhancing the region's ability to meet the workforce needs of local employers

The RCWDB accomplish these tasks through America's Job Centers of California better known as the Riverside County Workforce Development Centers (WDCs). The WDCs are the hub of the county-wide service delivery vehicle for workforce, education and business services. The WDC's provide services to adults and dislocated workers 18 years of age and older such as orientation, resources, information, WIOA eligibility and intake, Career Resource Centers, individualized assessment, Career counseling and job readiness, supportive services, vocational training, and on-the-job training. Similar services are offered to youth ages 16-24 at WIOA funded Youth centers. Employer services include, but are not limited to, recruitments, job fairs, on the job training, lay-off aversion, and Rapid Response. AJCC's coordinate services with partner agencies.

The DRC WIOA members are Coachella Valley Unified School District, College of the Desert, Riverside County Office of Education – School of Career Education, and Riverside County Office of Education – Jail Program.

The RCWDB's current local Workforce Plan is to "provide leadership to the workforce development system in Riverside County by supporting economic development and talent management". Using this vision as a guide, five key goals were developed to form the backbone of this workforce development plan under the following categories: 1) Sector-Based Career Pathways, 2) High Road Workforce System, 3) Access and Inclusion for All, 4) Future of Work, and 5) Response to COVID-19.

The DRC will continue to partner and consult with Local Workforce Development Board and Riverside County Agencies to improve student transitions into the workforce.

Evaluate the Educational Needs of Adults in the Region *

The summary of key data points as educational needs as identified by the American Community Survey for the Desert Regional Consortium:

Identified 57,868 limited English Speaking adults with 100% speaking less than well.

Identified 93,005 adults (21%) with no high school diploma.

Identified 93,880 adults at near poverty or less.

Identified 31,741 unemployed adults.

US Census, as well as other assessments reinforce the same key data points.

In 2017, the summary of key data points as educational needs as identified by Research Development Associates specific for the DRC:

Identified 27% adults with no high school diploma.

Identified the majority (79%) of residents in the CVUSD region speak Spanish.

Identified more than half of households in the CVUSD (61%) and PSUSD (57%) areas make less than \$50,000 per year.

Identified residents of the CVUSD area age 20 years and older consistently have higher unemployment rates than any other region

The California Employment Department identified the City of Coachella with the highest unemployment rate in Riverside County for January 2022 at 11.5% and Mecca at 9%

Implications amplify previous needs assessments of the Coachella Valley by the DRC and current data points. Since the previous assessment in 2017, the DRC has expanded adult education programs and services, strengthen adult education partnerships, increased capacity and increased counseling services for transition of students.

The DRC issuance of High School Equivalency and High School Diplomas has begun to increase after being impacted the the COVID-19 Pandemic:

| | 2018-19 | 2019-20 | 2020-21 |
|---------------|---------|---------|---------|
| CVUSD HSE/HSD | 81/311 | 44/186 | 24/428 |
| PSUSD HSE/HSD | 0/19 | 0/1 | 2/25 |
| RCOE HSE/HSD | 5/2 | 3/11 | 2/6 |
| COD HSE/HSD | 2/34 | 0/18 | 0/19 |
| DSUSD/HSE/HSD | 1/21 | 0/0 | 3/104 |

Students Enrolled in 7 CAEP Areas

| | 2018-19 | 2019-20 | 2020-21 |
|-------|---------|---------|---------|
| CVUSD | 2,719 | 2,509 | 3,302 |
| PSUSD | 409 | 581 | 746 |
| RCOE | 449 | 341 | 267 |
| COD | 3,238 | 2,505 | 1,372 |
| DSUSD | 273 | 390 | 584 |

Students Reporting One Barrier to Employment:

| | 2018-19 | 2019-20 | 2020-21 |
|-------|---------|---------|---------|
| CVUSD | 2,109 | 2,075 | 2,645 |
| PSUSD | 363 | 495 | 617 |
| RCOE | 310 | 185 | 160 |

| | | | |
|-------|-------|-------|-----|
| COD | 3,238 | 2,505 | 925 |
| DSUSD | 223 | 332 | 426 |

Students Reporting Multiple Barriers to Employment:

| | | | |
|-------|-------|-------|-------|
| CVUSD | 1,335 | 1,407 | 1,447 |
| PSUSD | 292 | 417 | 468 |
| RCOE | 263 | 140 | 131 |
| COD | 2,610 | 2,056 | 925 |
| DSUSD | 143 | 241 | 229 |

As the DRC moved from in-person to virtual learning and then transitioned to a hybrid platform during the 2019-20, enrollment and high school credentials have increased for the DRC, despite school districts dropping their graduation credits from 220 to 130, while adult education remained at 160 credits. Barriers to employment continue to be a challenge for our students. The DRC is committed to leveraging resources to reach and provide targeted services for our adults as they transition to higher learning and/or the Workforce.

Contributions by Entities *

In preparation for the DRC Three-Year Plan, the DRC established the DRC Three-Year Plan Committee. The committee was facilitated by the DRC Chair, Vice Chair and/or Consortium Director. Member representatives and partners were in attendance and all were able to provide input during presentations and discussions of the review process.

Dean Papas, COD – Chair

Jereme Weischedel, CVUSD

Larry Bellanich, DSUSD

Deanna Keuilian, PSUSD

Lucie M. Gonzalez, RCOE – Vice-Chair

Roseanne Redfearn, RCOE

Yvonne Villalobos - Indio Workforce Development

Irazema Adkins - Riverside County Library System

Summer Steele - CSUSB Gear Up and Cal Soap

Guillermo E. Mendoza – Consortium Director

Susan Miller – Secretary

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

| Provider Name | Provider Type | Number of Participants in Program Area | | | | | | | | |
|---|-----------------------|--|-------------|-------------|------------|------------|-------------|----------------|-------------------|--------------------|
| | | ABE | ASE | ESL | EL Civics | AWD | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship |
| *Coachella Valley Unified | Member Representative | 0 | 1,074 | 928 | 928 | 0 | 0 | 94 | 0 | 0 |
| *Desert CCD | Member Representative | 136 | 363 | 1,903 | 0 | 172 | 0 | 101 | 256 | 0 |
| *Desert Sands Unified | Member Representative | 0 | 184 | 195 | 0 | 0 | 0 | 0 | 21 | 0 |
| *Palm Springs Unified | Member Representative | 0 | 195 | 281 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Riverside Co. Office of Education | Member Representative | 45 | 118 | 0 | 0 | 0 | 0 | 142 | 20 | 0 |
| Total Participants | | 181 | 1934 | 3307 | 928 | 172 | 0 | 337 | 297 | 0 |

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

| Provider Name | Provider Type | Program Area Where Services Are Provided | | | | | | | | |
|--------------------------------------|------------------------|--|-----|-----|-----------|-----|-------------|----------------|-------------------|--------------------|
| | | ABE | ASE | ESL | EL Civics | AWD | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship |
| California Department of Real Estate | Other | × | × | × | × | × | × | ✓ | × | × |
| California Reentry Initiative | Community Organization | × | × | × | × | × | × | ✓ | ✓ | × |
| California Indian Nations College | Other | × | ✓ | × | × | × | × | × | × | × |
| CALWorks/GAIN | Community Organization | ✓ | ✓ | ✓ | ✓ | × | × | × | × | × |
| City of Coachella (Library) | Community Organization | × | × | ✓ | × | × | × | × | × | × |
| Coachella Valley Rescue Mission | Community Organization | ✓ | ✓ | ✓ | × | × | × | × | × | × |
| College of the Desert (Edge) | Community Organization | × | ✓ | × | × | × | × | × | × | × |
| College of the Desert (PACE) | Community Organization | × | × | × | × | × | × | ✓ | × | × |
| County of Riverside TAP | Community Organization | × | × | × | × | × | × | ✓ | × | × |
| Ed2Go | Other | × | ✓ | × | × | × | × | × | × | × |
| J.W. Marriott Desert Springs Resort | Business | × | × | ✓ | × | × | × | × | × | × |
| Mexican Consulate | Other | × | ✓ | ✓ | × | × | × | × | × | × |
| Mecca Farmworker Service Center | Community Organization | ✓ | × | ✓ | × | × | × | × | × | × |
| Pearson Vue | Business | ✓ | ✓ | × | × | × | × | × | × | × |

| Provider Name | Provider Type | Program Area Where Services Are Provided | | | | | | | | |
|--|-----------------------------|--|-----|-----|-----------|-----|-------------|----------------|-------------------|--------------------|
| | | ABE | ASE | ESL | EL Civics | AWD | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship |
| Riverside County DPSS | Community Organization | ✓ | ✓ | ✓ | × | × | × | ✓ | × | × |
| Riverside County Workforce Development Board | Workforce Development Board | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | × | ✓ |
| Riverside County Probation Department | Community Organization | ✓ | ✓ | × | × | ✓ | × | ✓ | × | × |
| Riverside County Sheriff Department | Community Organization | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | × | × |
| Tribal TANF | Community Organization | × | ✓ | × | × | × | × | × | × | × |
| US Cal Fresh | Community Organization | × | × | × | × | × | × | ✓ | × | × |

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

The Workforce Development Center conducted a labor market data driven process to determine the industries within the county that have the largest potential for growth and ability to provide living wage jobs for our residents. The program can fund short term training programs in these area that result in Industry recognized credentials and are listed on the State Eligible Provider list (ETPL). On the Job training contracts with employers can also be developed in these industries.

The In-Demand industries in Riverside County are:

- Construction
- Transportation and Warehousing
- Healthcare and Social Assistance
- Manufacturing
- Retail Trade
- Administrative Support and Waste Remediation Services
- Other Services, Excluding Public Administration
- Crop Production (Eastern County)
- Traveler Accommodation (Eastern County)

RCOE School of Career Education (SCE), partners with the Riverside Department of Public Social Services (DPSS), Workforce Development, Workforce Innovation and Opportunity Act (WIOA), and the Department of Rehabilitation(DOR). Students participate in post-secondary certificate programs in Healthcare and Business that lead to employment opportunities.

Coachella Valley Adult school works closely with the Riverside County Workforce Development Center (WDC) with the mutual goal of helping students gain employment. One of the exciting upcoming collaborations includes the Workforce Development Center- On the Job Training (OJT) program. This collaboration will help Coachella Valley Adult School English as a Second Language students who complete the hospitality training pathway gain living wage employment. The program matches qualified job seekers with businesses who need full-time skilled workers and OJT will reimburse a business 50% of the employee salary up to 480 hours. This program is open to ESL students from PSUSD, CVUSD, and DSUSD.

The Desert Regional Consortium is fortunate to be part of a vibrant, growing economic region. The challenge will be to expand and align career and technical education pathways with current and future industry need. Construction, Healthcare, Renewable Energy, and Supply Management and Logistics are especially promising seasonally stable industries. The consortium should be able to leverage the region's existing resources to develop partnerships that will help to expand workforce opportunity for adult learners throughout the region. There are challenges, but they are surmountable given the consortium members' enthusiasm and expertise.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- Low Literacy (AE 311 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Number of Adults Served (AE 200 - Overall) | 5,793 | 4,515 | | 5,922 | 6,041 | 6,152 |
| Student Barriers | Low Literacy (AE 311 - Overall) | 4,878 | 3,967 | | 5,686 | 5,800 | 5,916 |

Member Level Metric Targets

* Mandatory for all members

Coachella Valley Unified (Reported by Coachella Valley Unified School District)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|------------|--|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | 1,889 | 2,247 | | 2,005 | 2,045 | 2,086 |

Desert CCD (Reported by Desert District)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|------------|--|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | 2,624 | 1,506 | | 1,800 | 1,836 | 1,873 |

Desert Sands Unified (Reported by Desert Sands Adult School)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|------------|--|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | 343 | 398 | | 364 | 372 | 379 |

Palm Springs Unified (Reported by Palm Springs Unified School District (PSUSD))

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|------------|--|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | 444 | 402 | | 471 | 480 | 490 |

Riverside Co. Office of Education (Reported by Riverside County Office Of Education - Desert)

| Metric Set | Metric | 2019-20 Actuals | 2020-21 Actuals | 2021-22 Actuals | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|------------|--|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All | *Adults who Became Participants (AE 202 - Overall) | 278 | 181 | | 296 | 302 | 308 |

Member Spending Targets

| Member | Percent of 2019-20 Available Funds Spent | Percent of 2020-21 Available Funds Spent | Percent of 2021-22 Available Funds Spent | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|-----------------------------------|--|--|--|----------------|----------------|----------------|
| Coachella Valley Unified | 100% | 100% | 62% | 60% | 60% | 60% |
| Desert CCD | 100% | 63% | 0% | 60% | 60% | 60% |
| Desert Sands Unified | 100% | 100% | 38% | 60% | 60% | 60% |
| Palm Springs Unified | 100% | 77% | 0% | 60% | 60% | 60% |
| Riverside Co. Office of Education | 100% | 100% | 53% | 60% | 60% | 60% |

Objectives

Improve Integration of Services & Transitions

Description of Objective *

A Workforce strategy for students who choose not to continue their education but find employment, are not always aware or directed on how the WF system can assist with employment or short-term training. The WF would provide information in one of the required senior courses or if at the end of the year schools know who will not be continuing their education, students could access information at a workforce session. Similar direct links would be available to AE programs at Career Resource Workforce area computers, making access easier.

In 2022, Desert Sands Unified School District developed and initiated a job skills training program to assist adults in the community to prepare for immediate employment in high-need areas as determined by employment deficits of local school districts. The initial offerings included specific training to serve school districts in the areas of custodial and nutrition services. The program also included training and assistance in basic job procurement activities such as completing job applications, developing resumes and cover letters, obtaining references and engaging in mock job interviews to assist adult students transitioning into the workforce.

Riverside County Library System's Literacy Services provides enrichment and support for adult learners. Adult learners who qualify for services are 16 years of age or older and not enrolled in public school. The program's objectives are to provide a means for a learner to achieve their goals in four areas: as an individual, as a worker, as a family, and as a community member. Through assessment and Roles and Goals, we are able to determine the best way to assist the learner in their journey. The barriers that the program faces are the reliance on volunteers to provide instruction, either through one-on-one, or in a small group class setting. Because of this, there is a struggle to pair learners with tutors that are geographically, and academically a good match. In addition, our learners often require extra support in their native language. This exists as a barrier if bilingual tutors are not available.

The program's three-year projections are to increase the program's visibility in the eastern Coachella Valley, thereby increasing the number of learners from that area by twenty individuals per year, for an overall increase of 60 new learners. The projected new learners will be geographically located in the following areas: North Shore, Mecca, Coachella, Thermal, and Indio.

To seamlessly transition students from Adult School to College, the DRC has helped develop a one-of-a-kind innovative regional partnership. Through this partnership with the City of Coachella and the Coachella Valley Adult School, College of the Desert has continued the commitment to offering a guaranteed two-year General Education (GE) schedule at the Coachella

Library. Upon completion, students earn a Certificated of Achievement and meet the GE requirements to transfer to UCs, CSUs and other four-year institutions.

To ensure students have a seamless transition, College of the Desert has included a special web portal on their web page to assist Adult School students in their application process. DRC Consortium members will coordinate adding transition counselors to assist adults and create a pathway higher education possibilities. The DRC will establish transitional support collaboration between member agencies for the purpose of guiding students through post-secondary college and career educational pathways. Creating smoother pathways for students to achieve their educational and vocational goals may include improving communication and outreach, hiring cross-agency

To accelerate the workplace transition of English as a Second Language students, the Desert Regional Consortium has begun to develop short term Integration of Education and Training programs. These programs allow English Language Learners to co-enroll into CTE courses and ESL classes allowing students to obtain industry recognized certificates at accelerated rates.

Address Educational Needs

Description of Objective *

The DRC members may have the opportunity to leverage additional funding sources and make creative use of current funding streams thereby closing Gaps in Service. Several institutions such as CVAS, COD, 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. Currently Desert Sands USD leverages district funds at the Eisenhower Education Center to provide adult education services in conjunction with consortium members CVAS and COD.

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.

The DRC is committed to recruiting, hiring, and retaining qualified staff to teach adult education ESL, High School Diploma and CTE classes in the Desert Region remains a challenge due to the pandemic. Regional economic planning efforts do not specifically nor consistently include Adult Education efforts. options. DRC urban and rural populations can be described as “transient;” thus, personal information can quickly become outdated and outreach efforts or attempts to provide educational continuity are difficult. Nonetheless, the DRC is committed to reviewing DRC and Workforce analysis data on a quarterly basis to ensure not only appropriate classes are placed the in the correct regions of the Coachella Valley, but also classes that reflect the needs of the student for academic and/or workplace success.

Improve Effectiveness of Services

Description of Objective *

The DRC has made great progress in developing resource-sharing agreements between specific members to expand the regional AE system. The consortium has benefited 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 has resulted in an exchange of best practices that has benefitted the consortium as a whole and has contributed 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. In the past, organizational red tape and system misalignment among DRC members has hindered program and service coordination. This contributed to inefficiencies such as duplication of administrative efforts and transition barriers

for students. The move to a more fully integrated, regional AE system has eliminated previous gaps in service areas. Regional unemployment data and community input is examined on a quarterly basis to ensure classes are placed in the locations of most need targeting adults with high unemployment, poor English skills, and adults with no high school diplomas.

DRC will partner and consult with Local Workforce Development Board and Riverside County Agencies to improve student transitions into the workforce. Additionally, the three Coachella Valley school districts (Desert Sands USD, Palm Springs USD and Coachella Valley USD) will continue to maximize resources by utilizing the instructors and administrative staff from College of the Desert and Coachella Valley Adult School. Given the high unemployment rate that has transpired as a result of the COVID-19 crisis, the DRC will collaborate and to create shared goals. DRC will create a shared workforce employer advisory with Riverside County College of Career Education.

The DRC will continue to engage in available Professional Development resources from CALPRO, OTAN, CAEP, and CASAS – both in-person, online (synchronous and asynchronous) and in hosting local events for the benefit of the entire consortium (i.e., localized workshops). Possible topics may include data-driven decision-making, equity minded practices, growth mindset practices, and raising awareness about the needs and motivations of adult learners. The DRC will continue to invest time and energy in professional development activities that will strengthen the efficacy of their work and the unity of the consortium.

Activities & Outcomes

Activity Name *

Enhancing Learner Outcomes

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The Desert Regional Consortium ESL and HSD/HSE instructors will continue to meet in Monthly PLC committees with the goal of increasing the number of students achieving level gains and progress toward achieving HSD/HSE credentials. Quarterly, DRC member reports will be reported at DRC scheduled meetings to review progress towards achieving goals. Each member is responsible for continued progress.

Short-Term Outcomes (12 Months) *

ESL students' technology needs are assessed and met. By June 30, 2023, the DRC will maintain or exceed the number of high school graduates by 3% as compared to the number of graduates from the 2019-20 school year.

Intermediate Outcomes (1-3 Years) *

Expand and diversify sources of technology support for ELL learners as measured by ELL enrollment and attendance in online/hybrid courses. Enhance learner outcomes for HSD/HSE by 3% as compared to the number of graduates from the 2021-23 school year.

Long-Term Outcomes (3-5 Years) *

Expand and diversify sources of technology support for ELL learners as measured by ELL enrollment and attendance in online/hybrid courses. Enhance learner outcomes for HSD/HSE by 3% as compared to the number of graduates from the 2023-24 school year.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

| Name |
|-------------------|
| Dean Papas |
| Deanna Keuilian |
| Jereme Weischedel |
| Larry Bellanich |
| Lucie Gonzalez |
| Roseanne Redfearn |

Funds Evaluation

Member Allocations and Expenditures

| Member Agency | Prior Year Total Leveraged Funds | Program Reporting Status |
|--|----------------------------------|--------------------------|
| <u>Coachella Valley Unified</u> | \$2,339,531 | Certified |
| <u>Desert CCD</u> | \$1,839,586 | Certified |
| <u>Desert Sands Unified</u> | \$427,663 | Certified |
| <u>Palm Springs Unified</u> | \$292,606 | Certified |
| <u>Riverside Co. Office of Education</u> | \$1,902,469 | Certified |
| Totals | \$6,801,855 | 5/5 Certified |

Funds Evaluation *

All Desert Regional Consortium members unanimously approved the previous DRC Three-Year Plan, which contains various ongoing /new programs, as well as pilots to be implemented. CAEP funds are allocated for administering existing /new school sites, purchasing required administrative reporting software/hardware, staffing, maintaining faculty, providing counseling, professional development, and upgrading /replacing equipment. The DRC annual plans reevaluate and focus on specifics of the Three-Year plan to be accomplished or updated. As the DRC proceeds, additional adjustments and funding will be made to our new Three-Year Plan to deal with unplanned changes via the

CFAD and DRC Annual Plan. WIOA members use funds to supplement current programs. Other non CAEP funds also supplement current CAEP programs.

The DRC is committed to completing the objectives stated in the Three-Year Plan. As per the CAEP memo of February 26, 2020, all Desert Regional Consortium members are eligible for the COLA. The COLA distribution for 2022-23 will be based on the member's allocation percentage from the prior year's CFAD. The DRC is a Direct Funded Consortium and approved unanimously the 2022-23 allocation of \$3,616,207 which includes a COLA of \$182,990 at its regularly scheduled April 11, 2022 meeting. DRC Administrative Expenses once approved by the DRC will be deducted from member allocations. The total of Administrative Expenses will remain with CVUSD, but is not part of its base allocation. Coachella Valley Unified School District, as the Administrative unit, will pay Administrative Expenses as designated by the DRC. Continuing forward, the DRC will utilize the same format for distribution of funds to members.

Certification

Coachella Valley Unified - Member Representative

Jereme Weischedel
jereme.weischedel@cvusd.us
(760) 398-6302

Approved by Jereme Weischedel

06/15/2022 10:59 AM PDT

Desert CCD - Member Representative

Dean Papas
Dean, Communications & Humanities
dpapas@collegeofthedesert.edu
(760) 776-7371

Jorge Rodriguez
Grants Technician
jo Rodriguez@collegeofthedesert.edu

Approved by Dean Papas

06/17/2022 04:15 PM PDT

Desert Sands Unified - Member Representative

Larry Bellanich
Director, Child Welfare and Attendance

Director, Child Welfare and Attendance

larry.bellanich@desertsands.us

(760) 771-8612

Approved by Larry Bellanich

06/15/2022 01:34 PM PDT

Palm Springs Unified - Member Representative

Dr. Deanna Keuilian

Director, Curriculum & Instruction - Secondary

dkeuilian@psusd.us

(760) 883-2703 ext: 4805006

Approved by Dr. Deanna Keuilian

06/17/2022 05:01 PM PDT

Riverside Co. Office of Education - Member Representative

Ms. Lucie Gonzalez

Principal

imgonzalez@rcoe.us

(951) 922-7362

Approved by Ms. Lucie Gonzalez

06/15/2022 09:28 AM PDT



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