

Desert Regional Adult Education Consortium

AB 86 Reporting Requirement

REGIONAL COMPREHENSIVE PLAN
FINAL

3/1/2015

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EXECUTIVE SUMMARY



Desert Regional Adult Education Consortium

Member Districts

College of the Desert

Coachella Valley Unified School District

Desert Sands Unified School District (Closed 2014-15)

Palm Springs Unified School District (Closed 2014-15)

Riverside County Office of Education

The DESERT REGIONAL ADULT EDUCATION CONSORTIUM, consisting of the Coachella Valley Unified School District, College of the Desert, Desert Sands Unified School District, Palm Springs Unified School District and the Riverside County Office of Education expands on work begun by the Coachella Valley Regional Plan for College and Career Readiness in 2007 — adopted by all 3 Coachella Valley School Districts and sponsored by the Coachella Valley Economic Partnership. Since 2007, this Partnership has been having monthly meetings aimed at connecting the K-12 systems with College of the Desert (original and updated AB 86 Desert Consortium Management Plan can be found in Appendix on page 101).

The Coachella Valley forms an important component of the Inland Empire, Southern California's fastest growing region – and participates in the employment boom – with employment growing at a rate of 2.7%, twice that as Los Angeles County and almost three times that of Orange County. Driving east from the urban center of Los Angeles on the 10 Freeway one passes through San Bernardino and Riverside, past the Indian casinos, factory outlet stores, and date shake stands until one comes to the wind farms in the shadow of Mount San Gorgonio. Welcome to the future where desert

siroccos are harvested and turned into electricity. The Desert Communities of the Coachella Valley: Palm Springs, Cathedral City, Rancho Mirage, Palm Desert, Indian Wells, La Quinta, Indio and Coachella are tourist destinations/playgrounds and home to retirees, but the community is diverse and vibrant – the region’s population being 49.9 percent Hispanic.

The recent Great Recession impacted the desert communities greatly, with the education system hit especially hard. Only one of the consortium member school districts were able to maintain their Adult Education program, but the Coachella Valley Regional Plan for College and Career Readiness has kept the school districts and the community college focused on the challenge of providing adult and continuing education. It has continued to meet and plan for a brighter future, for a focus on ESL, Basic Skills and Workforce Development. With the advent of AB 86, consortium members are prepared to move forward aggressively and invest in adult learners.

AB 86 breathes new life into the education of adults across the state of California. It presents a unique opportunity for K-12 adult education and community college programs to assess existing systems and select new approaches, new pathways, and new partnerships while leveraging resources to meet the needs of the state’s adults. It also provides a framework to begin rectifying the unintended devastation brought by the severe cuts and program eliminations under flexibility during the state’s recent recession.

In the DESERT REGIONAL ADULT EDUCATION CONSORTIUM service area, for example, 21,980 adults were receiving instruction prior to the 2009 state budget cuts. In 2013, 13,757 adults were served, representing a 37 percent reduction in adults

served – at the very moment in time when adult education should have been addressing the needs of the un-and-underemployed.

Stated another way, 8,223 adults in the region have been on hold for years. Although employment has been increasing lately, unemployment soared as high as 15% percent in the region and higher in low-income pockets. In addition, two adult schools, Palm Springs and Desert Sands closed their doors.

The Desert Consortium's work over the past year has been dedicated to changing this. The leadership has met weekly as an Executive Committee. To enhance oversight and day-to-day management, this consortium wisely employed a Project Manager who is housed at the College of the Desert. This consortium also is conducting faculty and student surveys to substantiate planned projects and work. The consortium's work is documented in the Activities Report in the Plan.

Desert Consortium members and leadership are committed to the formulation of a regional plan with unique goals, objectives, and guiding principles based on program priorities, a shared vision, a collective mission and common goals. Its members have worked collaboratively and diligently to address the needs of its unique population and communities – and the challenges and opportunities we find ourselves in. This mission, vision and these goals—like AB 86—are dedicated to one idea: improving and expanding educational opportunities to all adults.

Consortium members are fully aware of the Return on Investment (ROI) principle as applied to Adult Education/CTE. It may cost up to \$12,000 to train a student nurse.... but if a nurse works thirty years at \$50,000 a year that individual earns and circulates \$1.5 million through the economy; in a 20 percent tax bracket the person

generates \$300,000 in taxes – plus all the intangible advantages the community receives from his/her service in a profession and being a productive community member. *Admittedly not bad for an investment of \$12,000.*

Similar numbers can be applied to students benefitting from other adult education and employment training programs. An example is the anticipated driver's education programs for the new undocumented driver's license. Being able to drive legally will open new employment possibilities for undocumented workers, bringing them into the community – and more legal and insured drivers offer relief to law enforcement. The cost of training a legal driver will be lower than a nurse or an electrician – and the demonstrable ROI may not be as great – but the student becomes a candidate for ESL, Citizenship, advanced CTE and Community College programs across the Consortium. The career pathway begins with that license and the training.

The Return on Investment increases exponentially when one takes programs to scale; if there are twenty-five participants in the driver's training class – or fifteen students in a nursing or construction trades or citizenship program, or 500 students in a high school diploma or GED program – the community benefit is enormous. And the potential is there for every individual student success story to be recognized and celebrated by the DESERT CONSORTIUM – because every individual success contributes to the overall success of the partners, communities and the consortium as a whole.

The core concepts of the DESERT REGIONAL ADULT EDUCATION CONSORTIUM PLAN are direct responses to all seven objectives – and contain specific responses to Objectives 3, 5, 6, and 7 and the Five Program Areas addressed in the AB 86

Certificate of Eligibility (COE). Additionally, the Desert Consortium has developed program priorities that will guide the plan's implementation roll out.

The vision of the DESERT REGIONAL ADULT EDUCATION CONSORTIUM is *first, foremost and always* focused on the individual student ...on the student *now*, on the student *moving forward* – and on the student *secure in the community in the future*.

As you read the Plan you will see that it is divided into sections. The division is artificial; the categories arbitrary – in reality there is the unity of a shared vision and a seamless whole.

There is enormous overlap that more-than-occasionally appears to be redundancy – it is impossible to separate the actionable components and the objectives and the program areas. Communications *is* Professional Development *is* Measurement & Accountability and all the other dynamic moving parts – they all blend together with Instruction and Student Services/Counseling.

It is this overlap and unity of purpose that strengthens the Plan and completes and complements the consortium's role as the unifier of all the separate parts and components of the Desert Consortium Regional Adult Education Plan – and the consortium member and partner districts in its communities.

In planning and internal dialog – confirmed in conversations coming out of the AB 86 Adult Education Regional Planning Summit on October 6th and 7th with Assembly Ed chair Joan Buchannan – it becomes obvious that the AB 86 planning process is proving to be an excellent beginning. But as the work continues into implementation in FY 2015 and beyond there is much more work to be done.

To be successful Desert Regional and sister/ brother Adult Education Regional Consortia up and down the state need to look beyond FY 2015... at least five years into the future. We need to look beyond the horizon to the Future of Adult Education in California.

The major issues ignored in the AB 86 work are funding and consortia continuation— *there needs to be a new funding formula and a new consortia paradigm.*

And remaining unresolved / unaddressed are critical issues in traditional K-12 Adult Education program areas that will not go away quietly: Post-incarceration Programs, and Immigration and Citizenship Education evolving from imminent immigration reforms.

Current trends forecast increased release from the corrections system, and changes to immigration and naturalization law and/or regulations are coming ...all of these things possibly sooner than expected.

The AB 86 planning process is just the beginning – and prepares consortium members, students and faculties and communities for the expected and the unexpected.... for success.

Adult Education is going to be more important than ever - and soon. Planning now will prepare all to be ready.

ASSEMBLY BILL 86 BACKGROUND

Enacted in June 2013, Assembly Bill 86 is serving as the basis for California adult education and community college non-credit programs to jointly conduct an examination of their programs. The intent of this effort is to identify ways to improve and expand education opportunities for adult learners statewide. The base numbers the

state's AB 86 group used to distribute planning grants to 70 consortia statewide exemplify the daunting challenge the state faces in addressing education and employment training for its adult population:

<u>Total State Population:</u>	<u>37,812,798</u>
• Poverty:	9,514,603
• Lacking High School Diploma:	7,322,792
• Unemployed:	3,566,976
• English Language learners:	15,728,547
• Adults with Disabilities:	3,827,476
• Seeking citizenship:	5,402,035
• Lacking literacy skills:	5,999,994

To support the work of the 70 consortia statewide, the state legislature and governor in 2013 appropriated \$25 million along with the enactment of AB 86. The planning pursuant to this funding expires June 30, 2015, at which time a new adult education program is scheduled to be initiated based on the collective work and recommendations of the consortia.

To set forth the planning, AB 86 calls for K-12 school districts to join with the region's community college district to form a local Adult Education consortium. The provisions of AB 86 ask each consortium to focus on the following objectives:

- Evaluate the current levels and types of adult education within a community college region.
- Evaluate the current need for adult education within the region.
- Develop plans for parties to integrate their existing programs and create seamless transitions.

- Develop plans to address the gaps.
- Develop plans to accelerate a student's progress.
- Develop plans to collaborate in providing professional development.

With a focus on workforce training, AB 86 specifies five program areas to be included in the consortium planning:

- Elementary and secondary basic skills, including classes leading to a high school diploma and high school equivalency certificate.
- Classes for immigrants in citizenship and English as a second language, and workforce preparation classes in basic skills.
- Education programs for adults with disabilities.
- Short-term career technical education programs with a high employment potential.
- Programs for apprentices.

In the fall of 2013, the state's Community College Chancellor and the State Superintendent of Public Instruction initiated the AB 86 work by convening a working group composed of staffs from the two agencies and representatives of local school and community college districts. In December 2013, directions for conducting the work of each consortium were published in what is now known as the Certificate of Eligibility (COE). This COE outlined the planning work to be done and set due dates for elements of consortia plans.

In January 2014, the initial AB 86 work required the identification of member districts within each consortium.

In February 2014, each consortium was required to identify its fiscal agent to manage the local AB 86 grant that was distributed to consortia through the \$25 million appropriation.

On July 31, 2014, reports were due to identify the current existence of adult education programs within a consortium and the gaps in programs that need to be addressed. These requirements were addressed in Objectives 1, 2, and 4 of the COE.

On October 31, 2014, elements of the entire plan-to-date were due with a focus on implementation and identification of priorities for each consortium. Priorities and strategies for implementation are identified in Objectives 3, 5, 6, and 7 of the COE.

On December 31, 2014, complete plans are due, inclusive of refinements to the October 31 draft. Refinements may reflect, but not necessarily be limited to, relevant data, supportive research, updated partnership information, graphics, and policy and legislative recommendations.

By March 1, 2014 or before, the State Chancellor and the State Superintendent are to submit recommendations on adult education and community non-credit programs to the state legislature and the governor. These recommendations should contribute to the formulation of new education code sections governing the programmatic and fiscal provisions of adult education and community college non-credit programs that would become effective on July 1, 2015.

On March 1, 2015, final consortium plans are due.

Finally on July 1, 2015, a revised adult education program is scheduled to start with new statutory and funding provisions.

OVERVIEW OF THE DESERT REGIONAL ADULT EDUCATION CONSORTIUM

Organizational Structure

Members:

The members of this consortium are as follows:

- College of the Desert
- Coachella Valley Unified School District
- Desert Sands Unified School District (Closed 2014-15)
- Palm Springs Unified School District (Closed 2014-15)
- Riverside County Office of Education

It should be noted that two of the participating districts have closed their adult education programs, but those districts have expressed interest in having adult education programs offered at their district locations, possibly managed by a nearby district in the consortium.

The Steering Committee:

The work of this consortium has been accomplished through its Steering Committee that started meeting in January 2014. This Committee includes representation from each of the participating districts. It is this committee that completed the AB 86 Certificate of Eligibility (COE) requirements calling for filing of the initial application, developing and submitting the Memorandum of Understanding (MOU) that defined responsibilities, established shared leadership, and identified its governance structure.

The Steering Committee took two actions to assure the development of the best adult education consortium plan while meeting the requirement of the AB COE:

- Employed Mr. Guillermo Mendoza to serve as Project Manager in developing the plan.
- Contracted with Adult Education Solutions (AES) to assist with the development and writing of the plan as required by the COE.

Partner Organizations:

The Riverside County Office of Education has participated on the Steering Committee, and should be viewed as a partner. It is a provider of employment training programs that link to the adult education and career technical education (CTE) programs offered by the region's adult education programs and community colleges.

Shared Leadership Strategies:

Members of the Steering Committee address decisions on consortium action items. The aim of this decision-making is to reach consensus following discussions of action items. To date this approach has proven successful, but the collective understanding is that a vote-by-members is available if the need arises.

Description of Planning Process:

The planning process has been accomplished through weekly meetings of the Steering Committee. Mr. Mendoza sets the agendas items, and AES has been a participant in the planning process since their contract was approved. As need be, Mr. Mendoza has contacted state-level officials involved in the AB 86 process to assure that local steps being taken were in concert with expectations from those working with the COE.

The planning process also was enhanced by consortium member participation in the AB 86 state summit that was held in Sacramento in early October. This summit included participation from the 70 consortia that are developing adult education consortium plans statewide. Consortium members also have participated in the weekly webinars presented by the AB 86 work group.

Description of Teacher, Faculty, and Student Involvement:

Consortium Activities:

The following Activities Report is a summary of the various activities that the consortium members scheduled, participated in, and coordinated in order to inform and prepare the AB 86 Regional Consortium Plan due for submission on December 31, 2014.

CONSORTIUM ACTIVITIES REPORT

Desert Consortium

December 14, 2014

DESERT ADULT EDUCATION CONSORTIUM MEMBERS:

- College of the Desert
- Coachella Valley Unified School District
- Desert Sands Unified School District (Closed 2014-15)
- Palm Springs Unified School District (Closed 2014-15)
- Riverside County Office of Education

STEERING COMMITTEE:

- Committee has met from January 2014 to the present
- Composed of at least one Representative from each Consortium Member District
- Consortium funded a Project Manager position to manage and coordinate the work of the Planning Grant
- Responsible for submission of AB 86 Consortium Application to the State

- Created the MOU that will be in effect throughout the period of the Planning Grant – (MOU to define responsibilities, shared leadership strategies and governance structure)
- Agreed that College of the Desert serves as the fiscal agent of this grant
- Responsible for the collection and consolidation of information from consortium meetings, the analysis of relevant district and student data, and the submission of reports as set forth by the AB 86 legislation
- Responsible for the review and approval of the contract with Adult Education Solutions (AES)
- Collaborate with Adult Education Solutions, a consultant group, joined Steering Committee weekly Meetings (beginning September 8, 2014) to collaborate in the preparation of the Regional Comprehensive Plan: Due dates – July 31, 2014, October 31, 2014, December 31, 2014 and March 1, 2015

CONSORTIUM LOGO/BRANDING:

- Committee identified key descriptors that characterized the Consortium Region
- Several Logos were designed to represent the Consortium Region
- AES presented the designs to the Committee
- The Steering Committee will make a final selection of the logo design

STEERING COMMITTEE AB 86 OBJECTIVE 3, 5, 6 & 7 DISCUSSION MEETINGS:

- Steering Committee engaged in reflective conversations with AES regarding the “Consortium” and AB 86 Objectives 3, 5, 6 & 7 on various dates:
 - Monday, September 8, 2014 / 10:00 a.m. – 3:30 p.m.
 - Friday, September 19, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, September 26, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, October 3, 2014 / 11:00 a.m. – 1:30 p.m.,
 - Friday, October 10, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, October 17, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, October 24, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, October 31, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, November 14, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, November 21, 2014 / 10:00 a.m. – 2:00 p.m.
 - Friday, December 12, 2014 / 10:00 a.m. – 11:30 a.m. (Conference call)
- Conversation notes were compiled and incorporated to complete the Tables from Objective 3, 5, 6 & 7 and to inform the Plan of October 31st

ADULT EDUCATION REGIONAL PLANNING SUMMIT:

- Scheduled for Monday, October 6 and Tuesday October 7, 2014 in Sacramento CA
- Representatives will be from all 70 Adult Education Regions as well as the State Work Group and Cabinet
- The Desert Consortium Reps for the College of the Desert were Sheri Jones Interim Dean, School of Communication and Humanities, and Scott Cooper, Director of Educational Centers
- The K-12 reps were Jereme Weischedel, Principal, Coachella Valley Adult School / Alternative Programs and Albert Fernandez, ESL teacher, at Coachella Valley Adult School.
- The welcome was given by the Chief Deputy Superintendent, Calif. Department of Education and the Chancellor of CA Community Colleges, additionally there was a Legislative Panel
- Consortium reps engaged with other consortia reps, shared what they have learned during the planning process, shared promising practices and heard from the legislators
- Summit information was shared with Consortium Work Group and with Task Force Groups

CONSORTIUM FACULTY SURVEY:

- Co-developed by Adult Education Solutions and West Ed for certificated and classified staff
- The focus of the Survey were issues pertinent to the development of the regional consortium plan (Certificate of Eligibility Objectives 3, 5, 6, and 7)
- Surveys were implemented and evaluated electronically during the month of October 2014
- A total of 49 surveys were completed during the fall 2014 administrative period
- West Ed compiled the surveys and sent the consortium preliminary highlights of the survey results
- The Consortium preliminary highlights resulting from the administration of the surveys were reviewed by the Steering Committee Meeting
- A narrative regarding the survey highlights was written by AES to be included in the Dec. 31 Plan

- The Survey highlights and findings will inform the Consortium Plan of Dec. 31, 2014
- The narrative was included in the Body of the Plan and the highlights were placed in the appendix
- The Consortium will continue to secure input and feedback from its faculty and staff

CONSORTIUM STUDENT SURVEY:

- Co-developed by Adult Education Solutions and West Ed for adult students enrolled in AB 86 Program Areas
- The focus of the Survey were issues that were pertinent to the development of the regional Consortium plan (Certificate of Eligibility Objectives 3, 5, 6, and 7)
- Surveys that are in English and Spanish will be administered in classrooms using paper survey forms and pencils
- Surveys will be administered in early November 2014 by each district
- A total of 601 surveys from both the adult education schools and from the community college were completed during the administration period
- West Ed compiled the surveys and sent the consortium preliminary highlights of the survey results
- A narrative regarding the survey highlights and findings was written by AES to be included in the Dec. 31 Plan
- The Survey highlights and findings will inform the Consortium Plan of Dec. 31, 2014
- The narrative was included in the body of the plan and the highlights were placed in the appendix.
- The Consortium will continue to secure input and feedback from its students

STUDENT SERVICES SUPPORT TOOLS PRESENTATION: CAREER CRUISING

- One of the key AB 86 identified Needs of the Consortium is that of providing the resources to support Academic and Career Pathways for all students
- Adult Education Solutions, Alan Helfman, suggested the program for the Leadership Team's consideration and review
- At the Friday, October 31, 2014 Steering Committee Meeting, members viewed a presentation and demonstration of *Career Cruising* a Career Learning Program
- The mission of the program is "to inform one's career dreams to help bring them to life by developing the world's most engaging and inspiring career exploration software – full of useful real-world career information, to have a real chance to fulfill their potential"

- The Program contains an Interactive living portfolio, a Career Matchmaker Interest Inventory, multimedia occupational profiles, and detailed career information
- The program may be used by the consortium to support and enhance the student academic and career pathways goal in 2015-16
- The Leadership Team will continue their discussions regarding the possible use of the Program

PROGRAM DATA MANAGEMENT & INDICATOR SYSTEM PRESENTATION: THE DASHBOARD

- Senate Bill 173 establishes processes and new authorities to align student assessment policy, performance data and accountability systems for the California Community Colleges and K-12 districts
- AES consultant group suggested that the Steering Committee invite John Davey, president of mc2 Technologies, Inc., to present the Dashboard, a performance dashboard for adult and career educators
- The dashboard has the capacity to capture one's adult school or regional occupational program key performance indicators and operating metrics from all data sources and present them in real-time
- At the Friday, November 14, 2014 Steering Committee Meeting, John Davey presented a demonstration of the Dashboard Program
- The consortium identifies the metrics that are critical to their program and sets key performance targets and the SchoolGauge performance dashboard measures and displays them via gauges, bar charts, line charts, bubble charts, heat maps, and scorecards
- A sample of the metrics tracked by the SchoolGauge dashboard is student outcomes, WIA benchmarks, CAHSEE test results, Student retention, Students advancement, Teacher performance, and in depth ADA analysis
- The program may be used by the consortium to support and inform the student academic and career pathway progress in 2015-16
- The Steering Committee will continue their discussions regarding the possible use of the Program

To date teachers and faculty members have been involved through participation in a consortium strategy conference held in November. Faculty and staff members participated in a survey that was aimed at identifying positive aspects of the region's adult education that are working and those that need to be improved. Also, surveys were administered to students to gain their perspectives on adult education and

community college non-credit programs. Highlights of these surveys are included in the body of this plan.

Highlights from Teacher and Faculty Surveys:

When asked about the most important thing to do to improve or expand services, community college staffs identified an expansion of classes offered at different times of the day and in total number. Adult education staff members cited the need for funding to support an expansion of services.

English as a Second Language (ESL), High School Diploma (GED) and Career Technical Education (CTE) programs were identified by a large number of adult school community college respondents as being above average or very high in terms of quality and effectiveness. Similarly, both adult school and community college respondents judged these programs as being very or extremely adequate.

When asked about the greatest need for additional course offerings, adult education respondents identified short-term CTE as needing expansion while community college respondents identified ESL and Vocational English as a Second Language (VESL) as being the ones that need expansion.

In regards to additional services needed, community college respondents identified Disabled Students Program and Services (DSPS) programs. With adult school respondents, facilities were identified as the area to be addressed.

With collaboration, adult school respondents identified articulation as having the most promise while community college staffs emphasized the need for team teaching and alignment of curriculum. Both sets of respondents identified the lack of childcare as the greatest barrier to accessing educational opportunities.

In regards to accelerating student learning, adult school respondents identified competency-based strategies as most effective. Community college respondents added contextualization as another preferred strategy. Both sets of respondents identified Building of Career Pathways as being the most fruitful for professional development.

Highlights from Student Survey:

Highlights from Student Survey: The survey of this region's students should assist in developing and identifying strategies that will meet their educational needs. With this survey, the opportunity is now provided to conduct more in depth research probing in their responses, especially in regards to preferences and dislikes. An example of further research would be to probe on the question of attending weekend classes, which was a question on the survey. The further probe could help to produce more precise data on the timing of the offering of classes, early, mid-morning, or early afternoon as options to explore.

Nearly one-third of community college and adult school students are in the youthful age range of 18-24 years of age, and the remainder fell into age ranges below 39 years of age. The majority of respondents from both groups (community college and adult schools) were females, with community colleges at 59 percent and adult schools 64 percent. Nearly 92 percent of respondents were Hispanic/Latino. To the question of how did they hear about their school, nearly three-fourth cited from "Family/Friends."

Regarding length of enrollment in their school, nearly 60 percent of both groups stated that they had been enrolled for less than one year. On the question of what most influenced their decision to attend their school, the overwhelming response was that it

was easy to get to.” Regarding the basis for enrolling in their school, both groups identified “to learn to speak English” as the main reason by nearly 50 percent.

In regards to employment training, the large majority, 94 and 78 percent of the respective groups, reported that they were not enrolled in career technical education courses. Of those presently working, 26 percent of adult school students said they were employed in the areas of agriculture and natural resources.

One-third of both groups stated that their highest level of education prior to enrollment was secondary, 6-12 years of schooling. Regarding a driver’s license, 55 percent of both groups responded they had one.

Regarding access to technology, over 90 percent of both groups reported they had cell phones and Internet connectivity. Access to an iPad or tablet was found to be about 40 percent for both groups. Three-fourths of community college students and about one-half of adult school students responded that they could take an on-line course by themselves. The percentage for both groups increased to nearly 90 percent on taking a class on computer if a teacher helped.

Regarding the scheduling of course offerings, 58 percent of community college students responded that they would take a class early in the morning, for example five a.m., while 62 percent of adult school students said that they would not. Regarding attending classes on Saturdays or Sundays, both groups responded positively with community college students at 77 percent and adult school students at 57 percent.

Communication Plan:

Mr. Guillermo Mendoza, Project Manager has primarily managed communication within the consortium. It is through this office that announcements, meeting notices and

agendas are communicated to consortium members. Conference calls have proven valuable in communicating with the parties involved in developing the consortium plan. This office also manages coordination of submission of plan documents to the state.

This plan also includes a section titled “Communication (Marketing)” that more fully describes the elements of a communication and marketing plan that the consortium should implement as its activities continue into the future with funding support.

Demographic Profile of the Region:

This report’s section titled “Demographics” presents comprehensive information on the populations of the Desert Adult Education Consortium. Of interest, Exhibit 5 on age distribution presents data that shows that the under -19 age group is at nearly the same population level as the over-55 age group, thereby, countering the commonly held perception that this region is populated by an aging group. Also, in both the Coachella Valley and Riverside County, the percentage of the Hispanic population is the highest when compared to other ethnic groups, by at least nine percent.

Demographic data and charts presented in the “Demographic” section also present information on poverty levels and unemployment. These data include the number of adults in need of English language instruction and those who need a high school diploma.

Economic Profile of the Region

This plan’s section titled “The Economic Picture” presents detailed information on the economic conditions of the region, inclusive of its employment sectors. As highlighted in the section, this region is included in the geographic scope of the “Inland Empire.” As such, this region is located in what is being described as the area with the

fastest economic growth in the state. According to the *Los Angeles Times*, the Inland Empire will add jobs at a faster pace, 3.4 percent annually, than other regions of the state. It is predicted that the job growth will be at all levels of income.

INTRODUCTION

Desert Consortium

The Desert Consortium – comprised of five members: College of the Desert, Coachella Valley Unified School District, Desert Sands Unified School District, Palm Springs Unified School District, and Riverside County Office of Education – was formed in response to Assembly Bill 86 whose purpose is “to provide a valuable opportunity to rethink and redesign an educational system establishing linkages for adult learners”.

The following five areas are to be addressed in the Desert Regional Comprehensive Plan:

1. Elementary and secondary basic skills, including classes required for a high school diploma
2. Classes and courses for immigrants in English as a second language, citizenship, and workforce preparations
3. Education programs for adults with disabilities
4. Short-term career technical education programs with high employment potential
5. Programs for apprentices

The Desert Consortium planning process will focus on seven objectives:

1. An evaluation of current level and types of adult education programs within its region

2. An evaluation of current needs for adult education programs within its region
3. Plans to integrate their existing programs and create seamless transitions into postsecondary education or the workforce
4. Plans to address the gaps identified
5. Plans to employ approaches proven to accelerate a student's progress toward his or her academics or career goals
6. Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes
7. Plans to leverage existing regional structures

The charge for the Desert Consortium is to maintain principles of inclusion, transparency, collaboration, and equality, while building capacity in order to develop and implement systemic approaches for adult learners to achieve their academic and career goals.

Demographics

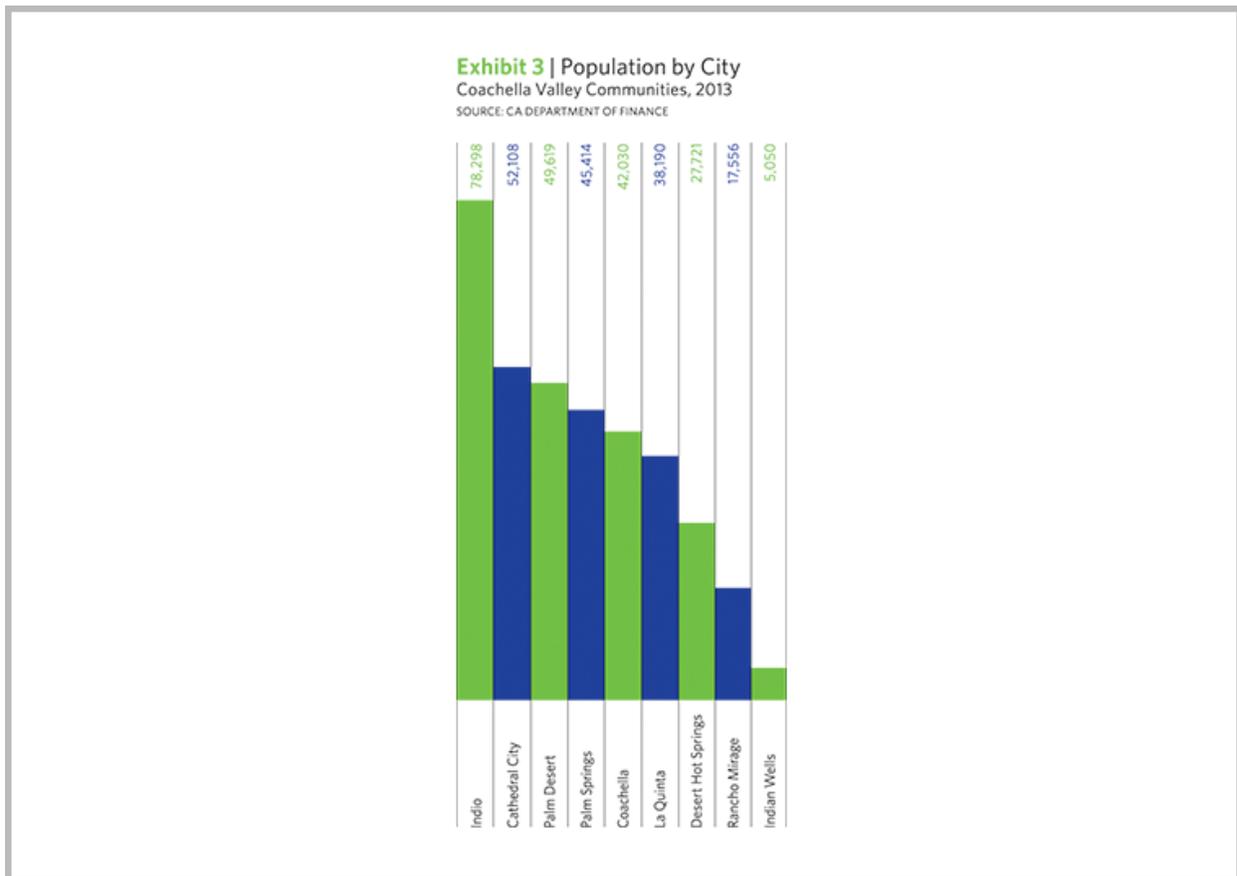
Located in eastern Riverside County, the Desert Consortium serves the Coachella Valley. Described by the Coachella Valley Economic Partnership as “a place of extraordinary beauty and natural wonder, the resources are abundant, and conducive to a productive business environment, including more than 350 days of sunshine every year, access to the major Southern California markets, Los Angeles, San Diego and the Inland Empire, and excellent transportation services”.

The Coachella Valley Economic Partnership (CVEP) is a regional economic development organization. It is devoted to attracting, retaining and expanding business

while improving the quality of the workforce – in order to raise the overall economy and quality of life for the region.

The Coachella Valley is known for its world class resorts, 200 golf courses, music festivals (Coachella Music and Arts Festival and Stagecoach Music Festival), and the natural beauty of the California Desert.

There are nine city governments in the Coachella Valley which include, Cathedral City, Coachella, Desert Hot Springs, Indian Wells, Indio, La Quinta, Palm Desert, Palm Springs and Rancho Mirage. In addition, there are three tribal governments which include the Agua Caliente Band of Cahuilla Indians, the Cabazon Band of Mission Indians and the Torres-Martinez Desert Cahuilla Indians.



Of all cities, Indio has the largest population in the Coachella Valley.

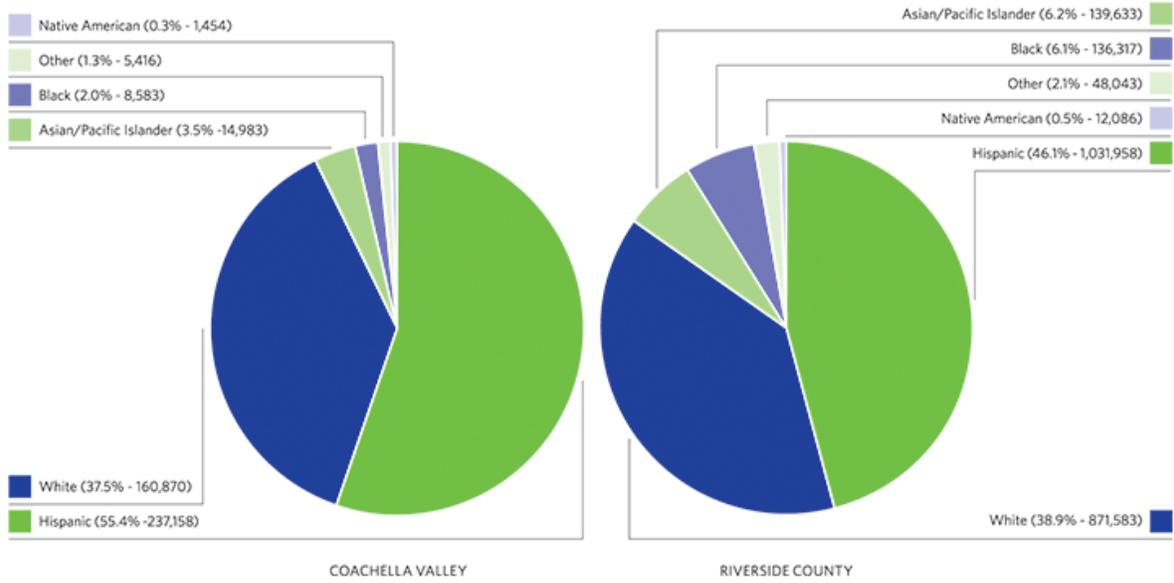
Exhibit 5 | Age Distribution
Coachella Valley & Inland Empire, 2011

SOURCE: U.S. CENSUS, AMERICAN COMMUNITY SURVEY, 2011



Close behind the 55 and up age group is the teenage population.

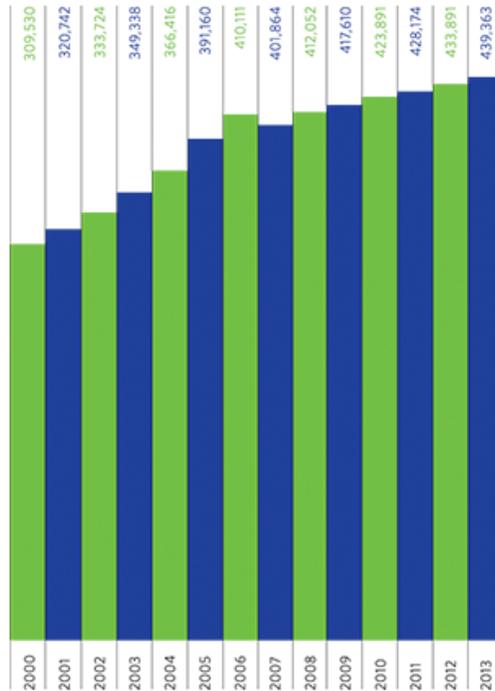
Exhibit 7 | Ethnic Composition
 Coachella Valley & Riverside County, 2011
 SOURCE: 2011 U.S. CENSUS



The largest ethnic group in the Coachella Valley is the Hispanic population which is 9.3% higher than the next closest ethnic group in Riverside County.

Exhibit 1 | Population Growth
Coachella Valley Communities, 2000-2013

SOURCE: CA DEPARTMENT OF FINANCE 2013, U.S. CENSUS BUREAU 2010

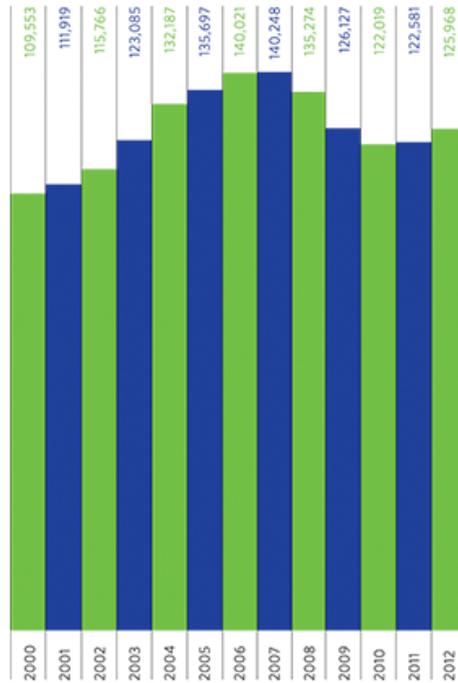


Although the Coachella Valley's population is on a steady upward trend and has one of the fastest growing areas in California between 2000 and 2013, AB 86 Labor Statistics provided for Riverside County indicate an overall population of 974, 691; with a population of 183, 242 at the poverty level. The county numbers 224,179 adults with no high school diploma. English Language Learners total 405,401; 98,660 are adults with disabilities, 139,147 are in need of citizenship; and 154,660 have literacy issues. This is a loss of adult workforce potential.

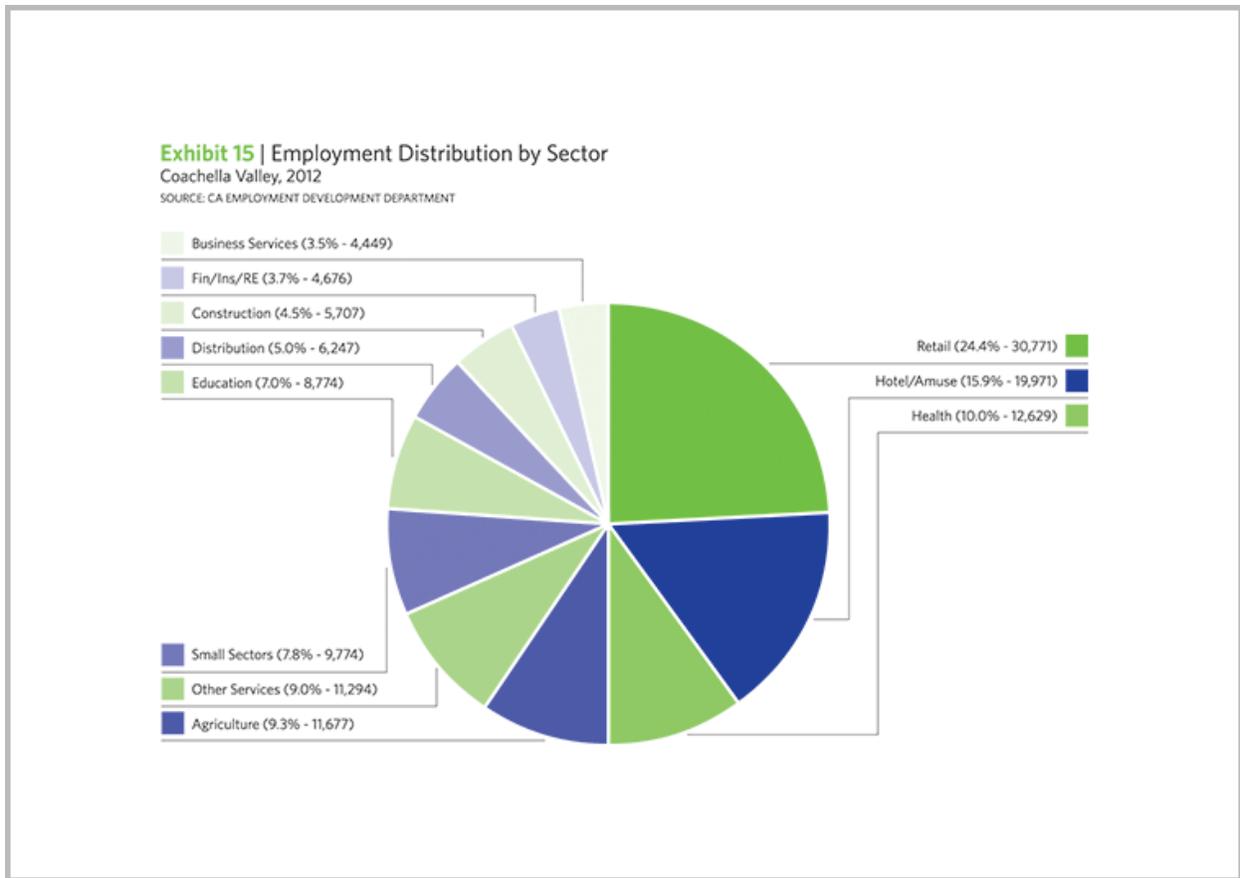
Exhibit 12 | Employment

Coachella Valley, 2000-2012

SOURCE: CA EMPLOYMENT DEVELOPMENT DEPARTMENT



Unemployment has dropped from a high of 140,248, but the Coachella Valley has a total of 125,968 adults who are unemployed as of 2012 according to the California Employment Development Department.



The three largest employment sectors in the Coachella Valley are Retail, Hotel/Amusement, and Health services.

The Economic Picture

With a focus on education and career preparation for its adults, the Desert Adult Education Consortium is fortunate to be located in Riverside County, one of two counties that constitute the Inland Empire area of Southern California. As such it is in the ideal position of being in an area that is experiencing the fastest economic growth in California.

This consortium's title is based on its location, bounded in the west by the San Jacinto Mountains, in the east by the Little San Bernardino Mountains, and in the North by the Santa Rosa Mountains. The desert community is an extension of the Sonoran

Desert. This natural landscape embraces the well-known desert communities of Palm Springs, Cathedral City, Rancho Mirage, La Quinta, Indian Wells, Indio, and Coachella. This collection of cities is in the eastern section of the Inland Empire, a Southern California area identified by the *Los Angeles Times* as a driving force in the economic growth and recovery of the entire state.

In October 2014, an article published in the *Los Angeles Times* (see appendix) described the Inland Empire economy as the “*fastest-growing region in Southern California – a trend predicted to continue over the next five years.*” This assessment and prediction are based on the combination of a number of factors: available open land for construction of major buildings to support distribution and manufacturing, proximity to the Los Angeles and Long Beach ports, existing major transportation corridors in rail and interstate highways, and affordable housing when compared to the neighboring Los Angeles and Orange counties. These factors combine to provide distinct advantages for this region’s economic growth over built-out coastal areas.

The economic forecast cited by the *Times* predicts that the Inland Empire will add jobs at a faster pace, 3.4 percent annually, than other regions of the state. The employment growth is predicted to be in both lower-wage and high-income jobs. According to the *Times*, the economic recovery in this region is broad-based. The sectors driving the economic growth are the leisure and hospitality industries, logistics, high-end professional services, trade, and transportation. It is also predicted that with the economic growth of the area, its housing market, both in sales and new construction, will also see improvements.

This projection for economic growth positions the districts in the Desert Adult Education Consortium to be major providers of the education and training that will be a part of the region's economic growth. As a consortium, the economic projections present new opportunities for leveraging resources and partnering with commercial and public entities that will have a stake in the Inland Empire's economic growth.

DESERT CONSORTIUM PRIORITIES

In a focused discussion, the Desert Consortium members selected ESL/Citizenship, Adult Basic/Secondary Education, and Short-Term Career Technical Education as program area priorities. Additionally, Corrections Programs specifically related to post-incarceration transitions were identified as a program segment that could be improved with expanded consortia leveraging. (It should be noted that Proposition 47, a current ballot measure, could provide funds and guidance to further improve leveraging).

These prioritized program areas/needs were selected based on data from enrollment/ADA information from Objectives 1 and 2, regional demographics and economic trends. (See Tables from Objectives 1 and 2)

Further, the Desert Consortium's focused discussion developed strategies designed to address identified priorities. Following are highlights of those strategy discussions.

As a guiding principle for implementation of new strategies, the Desert Consortium will introduce strategies through scalable pilots – to allow adjustments and fine-tuning in a controlled setting, before rolling out to the population-at-large. Another guiding principle identifies contextualized learning as a model for pathways/plans –

particularly for ESL and ABE students. Wherever possible, Career Education should be introduced concurrently with ESL and ABE courses. Vocational ESL (VESL) courses should be introduced early in the student pathway. VESL courses could be refined to provide an introduction to both Career Choices and Soft Skills.

Enrollment, Retention and Fees

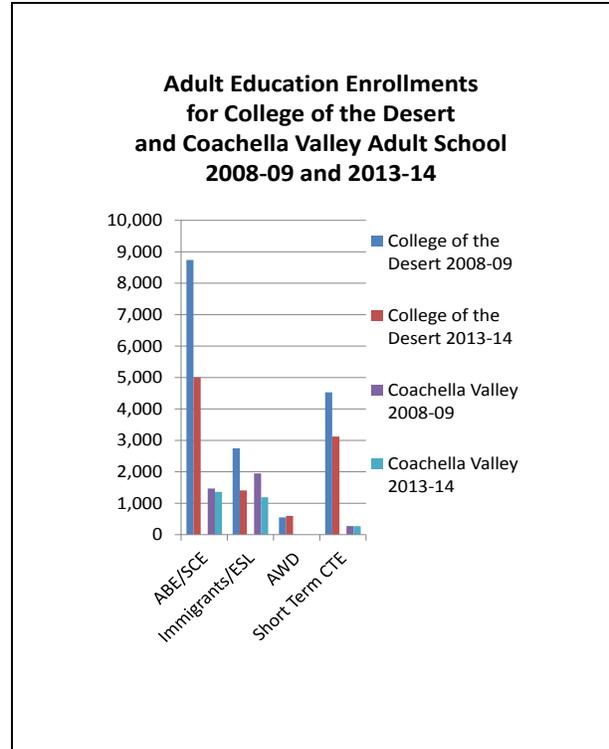
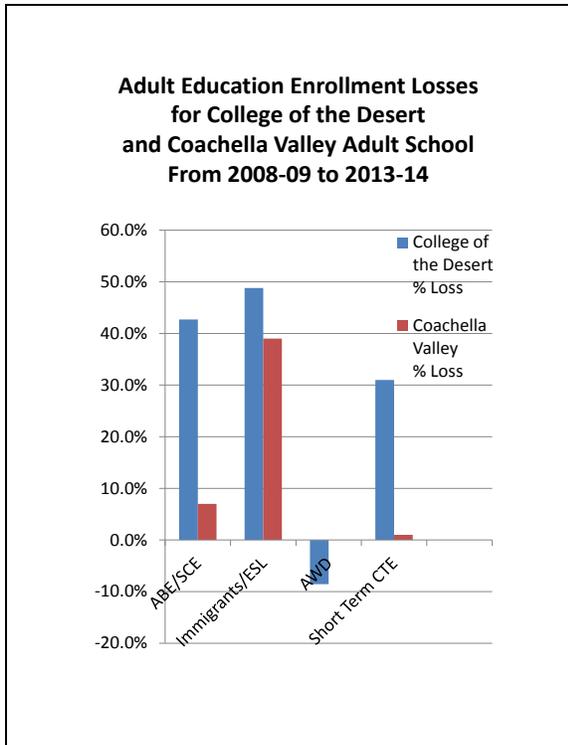
Desert Consortium enrollment data indicates significant decline in student enrollment in most program areas when comparing enrollment figures from 08/09 with current figures. Many students who were attending adult programs in 08/09 are not being served in current programs. Many of these enrollment losses could be attributed to capacity issues that were impacted by loss of funds due to the recent recession.

On the other hand, ADA data indicates the opposite trend. ADA numbers seem to be trending upward. An increase in ADA and a decrease in enrollment suggest that current students are being retained for longer periods of time. Research and data analyses indicate that attendance is the Key Performance Indicator for student outcomes – high school diplomas, GEDs, learning gains and CTE Certifications.

Although, multi-factors could contribute to improved attendance/retention, it should be noted that concurrent with the upward ADA trend, reasonable fees (\$10) were implemented for selected basic students. There appears to be a rather strong correlation that suggests fees could contribute to improved retention and attendance. This fee model could serve as one of the models to be explored as part of SB 173 requirements.

Evaluation of Existing Adult Education Enrollment

Consortium Member	AB 86 Program Area	Enrollment 2008-09	Enrollment 2013-14	Loss of Student Enrollment 2008-09 to 2013-14	Percentage Loss of Student Enrollment 2008-09 to 2013-14
College of the Desert	1. ABE/SCE	8,740	5,007	3,733	42.7%
	2. Immigrants/ESL	2,748	1,407	1,341	48.8%
	3. AWD	550	597	(+47)	
	4. Short Term CTE	4,531	3,121	1,410	31%
	5. Apprenticeships	0	0		
TOTALS		16,569	10,132	6,531	39.4%
Coachella Valley AS	1. ABE/SCE	1,467	1,361	106	7%
	2. Immigrants/ESL	1,950	1,188	762	39%
	3. AWD	0	0		
	4. Short Term CTE	274	270	4	
	5. Apprenticeships	0	0		
TOTALS		3,691	2,819	872	23.5%
*Desert Sands Adult Sch.	1. ABE/SCE	268		268	100%
	2. Immigrants/ESL	595	0	595	100%
	3. AWD				
	4. Short Term CTE				
	5. Apprenticeships				
*Palm Springs Adult Sch.	1. ABE/SCE		189		
	2. Immigrants/ESL		57		
	3. AWD		0		
	4. Short Term CTE		0		
	5. Apprenticeships		0		
Riverside Co. Office of Education	1. ABE/SCE-Adult Jail		153		
	2. Immigrants/ESL				
	3. AWD				
	4. Short Term CTE	566	138	427	75%
	5. Apprenticeships				
* Status pending – adult education classes closed in 2013-14					



Pre/Post Universal Assessments with Multiple Measures

Current intake/assessment tools focus on English and Math, and, where possible, the Desert Consortium would like to expand these tools to include multiple measures such as interests, work skills, experiences, etc. Further, to the extent that assessments could be standardized throughout the Consortium, seamless transitions and articulations will be the result of these assessment shifts.

Articulations and Alignment of Curriculum

The Desert Consortium identified differences in course content as barriers to improving articulation agreements. It was suggested that a Consortium Joint Committee focused on articulation could address the content and alignment issues that impede smooth transitions through articulation and advanced placement agreements. In keeping with the principle of the Pilot approach, these shifts would be implemented through scalable pilots.

Another focus within the alignment context is to align Adult Basic/Secondary Education to address the need to reduce the need for COD remediation classes.

Consortium Certificates of Completion

COD has developed an extensive plan that provides core certificates of completion to students in both academic and CTE programs. It was proposed that this certificate of completion approach be expanded to all consortium programs.

Additionally, there was discussion around developing unique “Desert Consortium” certificates that would verify knowledge and performance related to “soft skills” and/or environmental needs.

Adults with Disabilities (AWD)

The Desert Consortium members recognized that AWD students were being served by each of the member districts, but were not being served through a program identified as Adults with Disabilities. Case Management and other accommodations are provided by member districts, and these programs of assistance should continue and expand. The Consortium is committed to further exploring, expanding and leveraging resources with outside agencies that provide services to the AWD populations.

SEVEN OBJECTIVES

In keeping with the spirit and letter of Assembly Bill 86 and the prescriptive activities outlined in the Certificate of Eligibility, following are narratives for Objectives 1 through 7. Work plans that informed the following narratives are outlined as exhibits in the appendix.

The narratives for these seven objectives are part of the “process undertaken to address the requirements of AB 86.”

Objective 1: Current Programs and Services

Describe, in a narrative format, the services and programs the consortium members and partners are currently providing, and provide a narrative evaluation of adequacy and quality.

College of the Desert

English as a Second Language Non Credit for 2014-15 will average between 32-35 sections per semester. The Noncredit ESL (ESLN) program is an intensive series of multi-skill courses which meet the needs of students not fluent in English. Persons from the low-intermediate level to low-advanced level of English proficiency acquire the skills required for their daily lives and prepare themselves to enter high school completion, vocational, or academic programs.

Classes are open-entry, thereby allowing students to register at any time during the school year. All persons 18 years of age and older, regardless of their educational background, are welcome to enroll in this program.

The ESLN program also offers two noncredit certificate options to students. The English Proficiency Certificate focuses on the essential English language skills needed

in day-to-day living and working situations. The Academic English Certificate is for students who are planning on pursuing a college degree or vocational certificate. Please refer to the sequence of noncredit ESL courses required for these certificates.

- ESL: 43 classes will be offered on the main campus, 10 classes on the Indio campus.
- GED/High School Diploma: 61 classes will be offered on the main campus, 8 classes on the Indio campus.
- CTE: a total of 66 classes will be offered among the combined main and satellite campuses.

Riverside County Office of Education

RCOE for the coming year offers adult education in more than one of the five program areas. This narrative is dedicated to short-term CTE courses offered by RCOE under the name School of Career Education (formerly known as ROP) serving the Desert Consortium region. The Indio campus provides short-term CTE courses in the Health Science and Medical Technology and Business and Finance industry sectors with a maximum enrollment capacity of 243 students for the term 2013-2014. Currently the School of Career Education (SCE) maintains accreditation with the Council on Occupational Education (COE) aligned with WASC accreditation. The COE accreditation includes annual reports that are subsequently shared with WASC.

To further assist adult students, SCE offers program orientations, career counseling, guidance services, course selection assistance, industry advisory oversight and career interest surveys. The short-term CTE course offerings provide a logical

sequence of instruction that begins with an introduction, moves into concentrator material and concludes with capstone level training for the following programs:

- Dental Assistant – 670 hours
- Medical Office Professional – 720 hours
- Medical Assistant Clinical – 600 hours
- Nursing Assistant – 270 hours
- Nursing Services – 540 hours
- Business and Finance – 270 hours

Program effectiveness is measured by course completions, pass rates on industry certification exams, common assessments and job placement.

Currently there is no indication that ROP/C will be funded for 2015/16. It's important to note that because of anticipated elimination of state ROP/C funding, Riverside COE Career Technical Education programs have begun their shift to fee-based programs. It is anticipated that Career Technical Education programs will be exclusively fee-based, and projection trends are to-be-determined by enrollments, tracking and marketing research.

Coachella Valley Adult School

Course offerings for Coachella Valley Adult School meet all levels of academic rigor as required by WASC and the California Department of Education (CDE). Each course has specific objectives to ensure students learning gains, and students must demonstrate mastery of learning objective before advancing to higher academic levels. CVAS offers courses from Beginning Literacy to ESL Advanced and from ABE Beginning Literacy to Intermediate High and ASE Low to High. Teachers and

counselors carefully monitor and offer interventions, counseling, and academic safety nets to struggling students.

CVAS will offer adult education courses in more than one of the five program areas to approximately 2,900+ adult learners.

- English as a Second Language – 16
- Citizenship – 1
- High School Diploma/GED (Seat time course as well as Independent Study) – 9
- Career and Technical Education – 4

Satellite Classes will be offered at:

- Palm View Elementary School
- Sea View Elementary School
- Desert Mirage High School
- Oasis Elementary School
- Mecca Farm Worker Resources Center

Desert Sands Adult School

DSAS for 2014-15, will be closed. As a result, there will not be adequate classes to meet the needs of adults in the communities of Indio, La Quinta, Bermuda Dunes, and Palm Desert.

Palm Springs Adult School

PSAS for 2014-15, will be closed. As a result, there will not be adequate classes to meet the needs of adults in the communities of Desert Hot Springs, Cathedral City, Thousand Palms, Rancho Mirage and Palm Springs.

Objective 2: Current Needs

Describe and assess current needs for each of the adult education program areas (1-5) as informed by regional data. Provide an overview of the consortium's region including analysis/description of the local regional economy.

Prior to the 2009 state budget cuts, 21,980 adult students were receiving instruction. According to supportive data (see appendix), in 2013, 13,757 adults were served, representing a 37% reduction in adults being served. Desert's primary need is to provide service to the 37% who are not currently being served.

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

Other considerations involve gaps/needs associated with anticipated growth for both the College of the Desert (COD) and Coachella Valley Adult School. Immigration Reform, Drivers License programs for undocumented adults, projected economic growth and workforce needs - all present capacity and space challenges that will impact expanding and improving programs for adults

These needs and solutions are discussed in other parts of this plan, but primarily are discussed as part of the *Executive Summary, Actionable Components and Looking to the Future*.

Objective 3: Seamless Transitions

Plans for consortium members, and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

A student must understand what he/she brings to the table in terms of experience, skills, knowledge, interests and passions. Additionally, once these assessments are identified and supported by the student with comfort and confidence, a career pathway will be developed that will describe the career goal and the courses, skills and experiences that are required in order to meet that goal. Additionally, the career pathway should include a roadmap that identifies advisors, resources, training, timelines, and career certifications. All of the above identify the elements of a career pathway. The career pathway could be considered the most important intake element of the adult education counseling/student service process.

In order to develop a realistic and achievable career pathway, it's critical to develop assessment strategies that include testing tools as well as personal interaction. These strategies will identify experiences, skills, interests, resources and determination. Additionally, pathway guiding principles should consider *appropriate placement* and the *ability to benefit* as critical elements in developing realistic and achievable pathways.

Traditionally, these assessments have been developed through limited proficiency testing and subjective interviews. And historically, many of these assessments were accurate or worked in spite of limited understanding on the part of the intake counselor. Needless to say that many students, without the benefit of contemporary tools, found their way into nursing, construction, culinary or cosmetology careers.

This consortium recognizes current and past successes but encourages the use of tools that could complement traditional practices with more thorough assessments that go beyond language and math and thus include other skills, experiences, interests and passions.

Some of these tools are interactive electronic software programs that provide comprehensive assessments, career explorations, interest inventories and tailored career pathways. These pathways recognize differences in geographic opportunities and compensation. Additionally these tools allow for counselor access, tracking, interventions, adjustments and language needs. Finally, since these tools are electronic, they remain dynamic and vital and thus can operate through seamless transitions from adult school to community college, apprenticeships, trade schools or military.

This consortium assumes that improving and standardizing intake with more comprehensive and tailored tools will expand and improve student outcomes.

Pathways should be developed at any point of entry into consortium programs and should identify the alignments and transitions that are required elements of the student plan. Creating alignments that inform articulation agreements and creating transitions that approach seamlessness is the challenge for the consortium members. Developing Consortium Joint Articulation committees will improve alignments, expand articulation agreements and ease student transitions. Understanding the values of leveraging delivery through “zones of choice” and combining “zone” options with “passports” that ease transitions is the implementation challenge that this curriculum and instruction committee should resolve.

Most adult education/community college academic and vocational curricula are currently fixed and standardized through state guidelines, academic senates and/or industry/government.

Curriculum content could be improved and/or modified through joint examination and modernizing of existing academic curricula. Career Technical Education is updated more regularly by industry/government needs and regularly evolving technology.

However beyond content, outcomes can be improved and expanded through examination of best practices of blended virtual delivery systems, use of technology and on-the-job training (internships).

Also beyond content, adopting contextualized learning as a principle of progress, allows students to begin career training concurrent with academic programs, including ESL and Adult Basic Education.

Student assessments will be identified as a pathway opportunity for students, instructors and counselors. Assessments will be formative and regular, and will be scheduled so that students and support staff are constantly in-tune with progress, barriers and interventions. Current competency-based approaches will guide further improvement and development of formative techniques. Ultimate progress indicators will be driven by summative assessments that are easily defined through student gains, diplomas, industry and/or government certifications, employment and promotion. The Desert Consortium will encourage lifelong learning that provides post-graduation workforce support and skills upgrades.

Consortium plan management and assessment will be managed by a uniform data system that provides information in real time and identifies key progress indicators of success. (Per SB 173)

Members and partners of the consortium as well as field staff and stakeholders must understand the pathway process with options and opportunities available through consortium schools and programs – within the school, within the district and within the consortium.

This communications challenge is better discussed in the unit on Communications of this consortium plan. The Articulation Committee will be able to identify the information and operation insights that will provide content for the communications plan.

Objective 4: Address Gaps

Plans to address the gaps identified pursuant to paragraphs (1) and (2).

Objective 4 and its related work sheet informed early indications of strategies that address both needs and gaps. Early strategy concepts evolved into the current plan to date; these strategies are outlined in the *Actionable Components* portion of this plan and are identified as Instruction, Counseling, Professional Development, Measurement and Communications/Marketing. Additional needs/strategies are identified in the *Looking to the Future* portion of this plan to date.

Objective 5: Student Acceleration

Plans to employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career

technical education, and other joint programming strategies between adult education and career technical education.

As stated in the Objective 3 narrative, “a student must understand what he/she brings to the table in terms of experience, skills, knowledge, interests and passions.” Clearly identified tailored career plans and roadmaps to accomplish those pathways are the integral elements of developing efficient plans that address acceleration: through flexible scheduling, on-line course content, supervised individualized instruction (Individual Instruction Labs), contextualized programs, short-term courses, progress monitoring and formative/ summative metrics, Technology (see objective 3) and professional development are integral elements of any and all accelerating strategies.

Included in the acceleration plan, work experience, foreign transcripts, and other life experiences will be evaluated for credit potential. Further to that discussion, students whose experiences include skills that are mirrored in consortium courses will be encouraged to “challenge” those courses through theory and practical examinations.

Adult education resources and programs could focus on specific skills deficiencies so that Acu-Placer and completion results improve.

Flexible scheduling should consider the needs of individual and/or cohorts of students whose work or family schedules are not compatible with traditional adult education/community college schedules. Weekends and/or early morning/late evening classes will be considered as scheduling options as individual or cohort needs are identified through surveys and interviews. College of the Desert will begin “Weekend College” in spring of 2015.

Distance learning/on-line options and II Labs (Individualized Instruction) will be developed and/or expanded to introduce flexible access to some or all course content required for the student pathway. It should be noted that College of the Desert has on-line production facilities that could be leveraged for developing distance learning content for all consortium members.

Contextualized programs (as identified in Objective 3) will be developed with guiding principles, *appropriate placement and the ability to benefit*. This consortium has overwhelmingly supported the contextualized approach as early as possible in a student's pathway. Concurrent approaches to both academics and career technical education will accelerate as well as motivate progress.

Short-Term courses that are part of larger core pathways allow students to accomplish goals incrementally. Further, should barriers interfere with total pathway completion, theoretically, short term certifications, such as Certified Nursing Assistant, could allow for immediate employment in the chosen sector.

Monitoring and measuring (as identified in Objective 3) are embedded in the formative tracking of electronic career portfolios. Summative measurements and tracking (as identified in Objective 3) are identified through certifications, diplomas, post-secondary, employment and/or promotions. Both differentiated intake and differentiated instructional plans are key principles of the student educational/career plan.

Objective 6: Professional Development

Plans to collaborate in the provision of ongoing professional development [PD] opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Because of draconian cuts to adult education, professional development strategies and programs have been significantly impacted to the extent that in many cases, they have been reduced or eliminated.

However, professional development (PD) as an integral part of quality instruction and management remains a critical element of district and consortium plans. To that end, there is a need to develop professional development plans that include areas of need, content, leveraging schemes, budgets, timelines, monitoring and measuring. Additionally, best practices should be explored and implemented to more effectively expand and improve programs and outcomes. PD delivery models will include use of technology, traditional delivery, virtual (distance learning), workshops, on-line, mentoring, use of experts, site visits, shadowing, observation and professional learning communities.

Desert Consortium professional development has focused on accreditation, student and staff performance measurement and outcomes, student gains, collaboration and team building and teacher leadership.

As the consortium moves forward in 2015/16, focused subcommittees should be developed to research and implement consortium plans. One such subcommittee should be a Professional Development Committee that will be assigned resources and will be charged with developing Consortium professional development programs that reflect and prioritize the actions outlined in the Consortium Plan.

Consortium PD should address all program areas that could benefit from leveraging expertise and other resources so that all consortium members could benefit from Consortium PD. For example, if the consortium has a particularly effective ESL

program, all consortium ESL programs could benefit from the expertise of the best practice program. Thus, in this case, the consortium will leverage resources and provide collective PD to all ESL teachers and staff within the consortium. In order to develop ESL professional development programs, interdepartmental meetings within the consortium will drive content and delivery decisions. Additionally, all areas could benefit from collective grant writing expertise that should be developed by the consortium and implemented to benefit both individual districts as well as the collective consortium. Best practices should be memorialized in databases by the consortium to benefit individual district programs and outcomes.

At the top of the PD list is Customer Service. Discussions about improving and expanding programs becomes moot if students don't enroll and/or stay, and Customer Service Satisfaction surveys and tracking are key to both finding and keeping students in the program/s.

With regard to college readiness and the challenging level of community college academic remediation, through a joint PD committee, specific skills/indicators could be identified and appropriate PD could be developed to leverage PD resources and thus improve college readiness and reduce the need for academic skills remediation.

Collaborative problem solving will be the guiding principle for any or all professional development strategies and programs. These programs will focus on problem solving through team building, critical thinking, tracking and measurement. Other consortium PD areas of opportunity to leverage will include study skills, soft skills, assessments and technology.

Another opportunity to leverage professional development through the consortium involves intercultural information and sensitivities as significant consideration for all aspects of instruction. Intercultural PD will be developed for faculty, support staff, students and administrators.

Tailored PD will be developed for district managers and leveraged through the consortium. These programs will focus on operations, finance, and accountability and performance indicators.

Objective 7: Leverage Resources

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Adult Education, ROPs and Community Colleges have traditionally partnered in varying degrees with agencies serving similar clients.

Typically, for past and current partnering relationships, agencies such as the California Employment Development Department, Workforce Investment Boards and the Veterans Administration have referred clients to public schools that provide education and/or career training. Many other public or non-profit agencies have developed similar partnerships with adult schools and community colleges.

Also, typically for past and current partnership relationships, Career Technical Education (CTE) educational programs and CTE school construction programs have required Industry/Government Trade Advisory Councils whose input informs both the content and standards of CTE courses and pathways.

Measurement of the quality of these partnerships has in most cases been anecdotal; outcomes and benefits have rarely been measured and/or redesigned based on assessment of programs and outcomes.

That these existing partnerships could be both expanded and improved is the challenge prescribed by Assembly 86, and it is the intent of this consortium do both expand and improve existing partnerships – and where appropriate bring in new partnerships that reflect evolving immigration and/or workforce needs.

Existing partnership relationships have been somewhat collaborative, but agencies operate as silos with students/clients moving back and forth from one agency to the other.

The challenge for this consortium (AB 86) is to develop partnership plans that not only improve leveraging respective resources but also introduce the concept of seamless transitions (articulations) between the agencies and between the menu of educational and training programs for adults. The stronger the partnership, the better the customer satisfaction, the clearer the benefits to clients, the more power for the consortium brand – both equity and dimensions. And with a stronger more credible brand, the probability for foundation support expands and enhanced as well. All aspects of the consortium improve with improved and expanded partnerships.

Thus one of the guiding principles for improving partnership relationships is to develop programs that will allow all consortium students/clients to seamlessly move through the zones of choice (expertise) so that the students/clients can benefit from the best and fastest pathway to their career/immigration goals.

And in keeping with the spirit of the Objectives of AB 86, these updated and repurposed partnership relationships will be measured and tracked like all other consortium plans. Measurements will range from customer/member service satisfaction to student job placement and promotions.

Some of the high priority existing partners are:

- Workforce Investment Boards
- Employment Development Department
- Immigration and Customs Enforcement
- Department of Motor Vehicles
- Parent Teachers Association
- Centro Latino for Literacy
- Veterans Administration
- Public Libraries
- Department of Rehabilitation
- Corrections – Sherriff, COE, City/County/State District Attorneys, Prop 47
- Citizens Bond Oversight Committees
- County Federation of Labor

Additionally the Desert Consortium has identified the following existing partner list:

Desert Consortium Partner List 2014-15

Partners	COD	CVAS	RCOE
Arbor WIN Youth Center		X	
Brandman University		X	
California Department of Real Estate		X	
California Department of Rehabilitation			X
Center for Employment Training (CET)		X	
Coachella Valley Rescue Mission		X	
Coachella Valley Unified School District			X
College of the Desert			
Desert Sands Unified School District	X		X
ed2go Online Courses		X	
Educational Testing Services (HiSET)		X	
Employment Development Department (ETPL)			X
Masters Notary Academy		X	
New Mexico Highlands University		X	
Palm Springs Unified School District	X		X
Pearson Vue (GED)		X	
Program Avanzando		X	
Providence of the Desert		X	
Riverside County Come Back Kids		X	X
Riverside County Department of Public Health Cal Learn Program		X	
Riverside County DPSS (CalWorks/GAIN)	X	X	X
Riverside County Indian Health, Inc.		X	
Riverside County Meca Farm Worker Resource Center		X	
Riverside County of Education School of Career Center		X	X
Temporary Cash Assistance for Needy Families (TANF)		X	
University of California Cal Fresh Program		X	
Workforce Investment Board	X	X	X

As the consortium plan continues to evolve for March 1 presentation, key partners will be interviewed and other partners will be surveyed.

Following is the proposed discussion guide for key partnership interviews:

Partner Interview Questions

- *Name of Agency*
- *Title of Person being interviewed*
- *Responsibilities*
 1. *Operations*
 2. *Communications*

3. HR

4. CEO

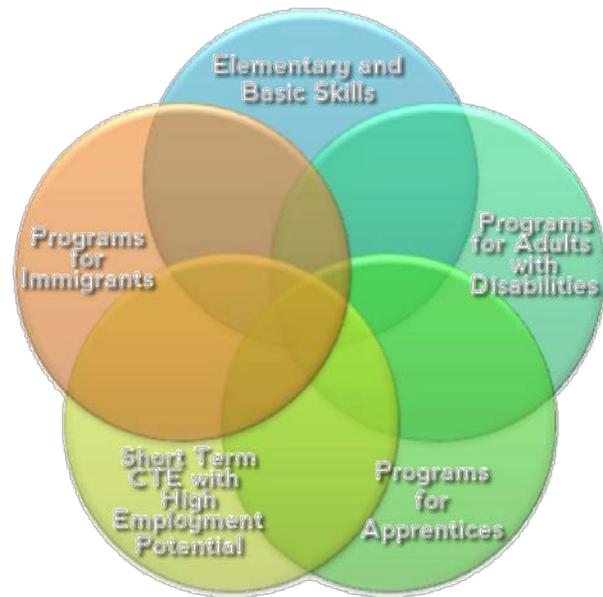
- *What does your agency do? [probe]*
- *Who does it serve? [probe]*
- *How is it funded?*
- *Approximate size of budget [probe]*
- *How is its success measured – benchmarks? [probe]*
- *Is Education and/or Training a service you provide?*
- *Is Education and/or Training a service that you refer?*
- *Does your agency have dedicated funds to improve your clients' probability for being hired/promoted? [probe]*
- *Does your agency provide "case management" services?*
- *Does your agency have funds for job development/placement?*
- *Does your agency have funds for research/pilots?*
- *Would your agency be interested in partnering on research/pilot projects?*
- *Does your agency assess clients on intake?*
- *What is that assessment?*
- *Does your agency have satellite services?*
- *Does your agency have on-line/cloud access for its clients?*
- *Could your agency provide full-time/part-time service at school site locations?*
- *Are there relationships with schools/districts that could be developed that might improve your outcomes? [probe]*
- *Would you be interested in pursuing some of these topics in more detail?*

- *What topics specifically show potential – if any?*

AB 86 PROGRAM AREAS

While AB 86 identifies the five following unique and individual program areas, the spirit and letter of the planning process emphasizes the need to contextualize learning programs as well as develop leveraged and linked pathways that bridge all or some of the following program areas. This plan assumes that consortium programs will provide seamless pathways that could range from ESL through Career Certification and/or post-secondary programs.

Following are the program areas that are described in Assembly Bill 86. Additionally, elements that will impact individual or linked program areas are outlined. More complete discussions of these elements appear in the Actionable Components of this Plan. In the following chart, each of the Desert Consortium members identifies AB 86 programs that are offered in their respective districts.



Courses offered by consortium members in 2014-15	Elementary and Secondary Basic Skills	Courses for Immigrants	Short Term CTE	Programs for Adults with Disabilities	Apprenticeships
College of the Desert	X	X	X		
Coachella Valley Adult School	X	X	X		
Riverside County Office of Education	X		X		

Elementary and Secondary Basic Skills include Adult Basic Education (Basic Skills) and High School Diploma or high school equivalency/GED programs.

- Courses and Classes for Immigrants have been defined as English as a Second Language, Citizenship and Workforce Preparation classes in basic skills. Adult schools and/or community colleges offer Citizenship classes as directed instruction and/or distance learning programs.

[The following 9 elements refer both to Elementary and Secondary Basic Skills as well as Courses for Immigrants]

1. Contextualized Education
 2. Redefine Intake
 3. Create Career Pathways
 4. Expand Delivery Options
 5. Professional Development
 6. Expand/Improve Scheduling
 7. Track and Measure Outcomes
 8. Develop career readiness skills
 9. Capacity and Immigration reform
- Short Term Career Technical Education programs describe training programs that lead to career certifications not including college degrees.
 1. Expand OJT – internships/apprenticeships
 2. Develop Soft Skills programs/certificates
 3. Develop Distance, Virtual, Blended-Virtual
 4. Standardize pathways – intake – assessments

5. Develop electronic portfolios
 6. Introduce entrepreneurial options/opportunities
- Adults with Disabilities describes programs providing service for three cohorts: Developmentally Disabled (DD), Physically Disabled and Emotionally/Psychologically Disabled.
 1. Case Management
 2. Life Skills Training
 3. Categorical funding
 4. Link with Secondary Transition programs
 5. Subsidized Employment Programs and Training
 6. Survey of Resources and Best Practices
 7. Consortium “disabilities” steering committee
 - Apprenticeships describe programs that are focused on successful preparation for placement into assorted “trades.” Apprenticeship education and training is developed and managed primarily by the union and/or trade association with oversight and partnering arrangements mandated by the state and provided through LEAs. Apprenticeships traditionally refer to On-the-Job paid training and assessment.
 1. Communications – Awareness
 2. Skills Preparation for Apprenticeship Qualifying Exams
 3. Project Stabilization Agreements
 4. Middle School Outreach
 5. High School Counselor Apprenticeship Awareness

6. Pre-Apprenticeships
7. Best Global Practices
8. Supporting “Earn While You Learn”

UNADDRESSED PROGRAM AREAS

Corrections and Post-Incarceration

Adult education and community college non-credit programs have the potential to address the major state challenge of recidivism in the criminal justice system. While the in-corrections offering of education is one that is structured within the confines of prisons and jails, opportunities need to be examined to ascertain what can be provided while the individual is incarcerated, inclusive of on-line instruction to earn high school diplomas, pass high school equivalency examinations, and gain job skills.

A better area for exploration within the AB 86 work is the potential to do more for adults released from prisons and jails. As reported in the Alameda County report, “Road to Re-entry,” workforce training is a critical component to avoiding recidivism. With this group, closer linkages are needed with parole and probation departments and any other public agencies that are focusing on this population.

One approach could be to be more definitive in what those individuals are required to attain upon release, such as diplomas or job skills certification. In leveraging resources, this represents an opportune area for exploration on what are the state and local entities dedicating to released prisoners, at what cost, and the potential to link those resources with adult education employment training funds. This leveraging may now be more feasible since the state has realigned incarceration, leading to prisoners being moved from state prisons to county jails.

This is an area that needs addressing, especially since individuals in this population may already be enrolled in adult education programs and community college non-credit programs without any leveraging of the resources of education and penal systems. Another factor to be added to this examination is that there will be concentrations of released prisoners in some communities since poverty is a factor in incarceration. The Alameda County report states, “High concentrations of formerly incarcerated people tend to live in poor urban communities of color and are not evenly distributed across California communities.”

ACTIONABLE COMPONENTS

Instruction

Content: Within the Desert Consortium and throughout the state, current content for the five program areas is predictably fixed by code, standards and district oversight. With academic and basic education courses, content could be somewhat fine-tuned to match particular needs that have been defined by the consortium –more with basic education than with General Education or high school diploma requirements.

Developing Career Pathways was the Consortium’s overriding vision for consortium students. Similar to the Student Success model, students would develop pathways after orientation, assessments and counseling. Pathways would be the “core” content that collectively would inform the roadmap to completion.

With Career Technical Education, fixed content is for the moment. CTE courses are or should be more responsive to industry and society’s constantly changing needs, trends and technology. Further, CTE courses require Industry Advisory Councils who

advise on curriculum, standards, technology and building programs. CTE, although currently fixed, should be considered dynamic regarding content.

The Desert Consortium has discussed the opportunities and challenges associated with Adult Basic Education and Community College non-credit programs. Discussions to leverage Basic Education programs have focused on COD's placement exam and subsequent remediation interventions.

Tracking studies indicate that COD students who enter as fully matriculated credit students (no remediation) tend to complete at higher rates than those who enter exclusively as "remediation" non-credit students.

Desert Consortium discussion around leveraging opportunities then focused on the content of Adult Basic Education programs and course focus on math and English skills.

If a seamless transitional relationship were established between COD and Adult Education with an emphasis on improving the content focus and goals of Adult Basic Education, both programs, and more importantly, students transitioning to COD, could benefit. From this evolving focus –Adult Basic Education would be adjusted to provide math and English skills education focused on improving COD student placement outcomes. This content paradigm shift will reduce the number of COD remediation/non-credit students. Theoretically, this paradigm content shift could then expand and improve COD/Adult Student completion outcomes.

With regard to contextualized learning, Consortium discussions related to ESL and CTE focused on redefining Vocational ESL (VESL) to reflect industry sectors rather

than specific job skills. Further Consortium discussions focused on improving Bi-Lingual approaches to academic and CTE courses.

To accomplish these improvements, both the COD and Coachella Valley Adult School, are currently examining their respective Basic Education/Basic Skills content, and the opportunity to collectively address and align course content led to developing a college/adult education joint committee that would focus on content, transitioning, concurrent enrollment and articulation pathways. To launch the results of joint collaboration, developing a scalable pilot program is being considered.

While content in these areas is being revisited and refocused, it was clear that this opportunity allowed the Joint Committee to develop content that would reflect the evolving Common Core Standards.

Delivery: While delivery models are varied, Consortium discussions tended to focus on improving delivery through expanded distance learning programs, creative, sensitive and more focused scheduling, and Individualized Instruction labs that are driven by differentiated intake and instruction.

Regarding Distance Learning programs, COD indicated that the college had a full production facility that could develop and produce distance-learning materials. Although there were only theoretical discussions around the production potential, it was clear that this resource could and would be leveraged to benefit all consortium students. In the case of ESL waiting lists, distance learning was discussed as an alternative strategy that could instantly provide programs to ESL students who were waiting for more traditional/teacher-directed classes.

Specifically, the consortium discussed the potential to develop distance-learning content for the evolving Drivers License preparation programs throughout California and specifically for the Desert Consortium region. The consortium could benefit from providing this education and training as a “fee-based” Community Education program. The consortium also feels and understands clearly the benefits of providing this program to residents of the Desert community.

Further to contextualized learning programs, the consortium suggested an ESL/CTE bi-lingual paradigm that allowed for introductory courses delivered primarily in Spanish (20%) with a gradual shift towards 100% English delivery.

Evaluation: Measurement and tracking will be more fully discussed in the unit on Measurement. Regarding evaluation of instruction, the Desert Consortium evaluation discussion focused on guiding principles that considered formative growth and gains as well as summative outcomes in the form of diplomas, degrees and/or industry/government certifications.

Competency-based evaluations will be another guiding principle, and although it is one of the main characteristics of current Adult Education, it will be expanded and improved to meet evolving and changing needs. Throughout this overall discussion, the spirit and letter of the Student Success Act helps guide discussions on student-sensitive initial and formative assessments as well as communications strategies that provides information and updates of options and opportunities within the Desert Consortium. Needless to say, Evaluation has been given a new prominence and priority as a mandated accountability activity required by Senate Bill 173.

Counseling

As a working definition, counseling is described as the process through which students are assessed for skills, interests and goals so that achievable career pathways along with realistic roadmaps can be developed reinforced, tracked, updated, adjusted and measured.

Intake, Pathway and Roadmap: Currently in California and in the Desert Consortium districts, counseling intake assessments have focused on English and Math through the Community College Accuplacer and Adult School CASAS and TABE tools. Typically, in CTE courses and pathways, assessments focus on math and English as well with criteria cutoffs dependent on rigor of a particular CTE program.

Desert Consortium discussions have focused on broadening intake assessments to include student experiences, expertise, interests and passions as well as the academic skills required for the particular student pathway. Some of the tools and/or techniques that could provide these broadened insights include electronic portfolios (Kuder/Career Cruising), practical demonstration of skills and interviews combined with traditional English/Math assessments.

The consortium felt that many of these services could be managed by a cadre of counseling support assistants delivered by trained teachers, student mentors and traffic managers.

The Dreamers: Additionally the Desert Consortium discussed the need to develop counseling skills and content designed to address the evolving and expanding California/Desert Dreamer population – their career goals and financial needs.

Desert discussions although focused on “stackable” certifications that when completed could lead to ultimate and higher level certifications. For example, in certain CTE programs, Certified Nursing Assistant, a career in itself, is also a pre-requisite for the Licensed Vocational Nursing program.

Desert discussions also included developing “early alert plans” for marking needs for interventions. Further to this concept, counseling paradigms would include “key contact points” in student pathways.

Post-completion: Currently Desert Consortium districts – college and adult education, focus on completion as the endgame of education and training programs. This consortium embraced idea of lifelong learning and through joint committees would develop post-completion programs that encouraged completers to continue their relationship with either the college or adult school.

Professional Development

As a working definition, professional development is building capacity for ongoing and incoming staff through developing knowledge and skills required to achieve and measure consortium goals.

Vision: As an overall vision, the Desert Consortium repurposed the traditional mantra, *are the students prepared for us* to a more enlightening mantra, *are we prepared for the students*.

Student Success: When focused on student success, there was consensus that beyond getting the students into educational and training programs, retaining students was evidently the key performance factor for creating completers.

Further to this discussion, there was clear need to improve customer service, and that improvement would include professional development and tracking.

Finally, in this student-focused approach, communications and marketing strategies would be supported by professional development of staff that would be assigned roles and responsibilities for these communications strategies.

Content and Delivery: Generally, professional development content involves programs that improve delivery of course content, use of data, use of new technologies, broadening visions of staff to include bigger picture outcomes, cultural and social sensitivities and management efficiencies.

Delivery options include training of trainers, on-line interactive, distance learning, learning communities, traditional lecture, pilots, mentoring and shadowing.

Cycle of Improvement: One of the rich Desert discussions involved the cycle of improvement that includes observation, formative testing, data analysis, staff reflections and improvement strategies. This cycle of improvement, when collaborative, is generally described as a Professional Learning Community; guided by continual feedback loops directed towards improvement.

It should be noted that in the Objective 6 narrative, Professional Development is discussed with some detail and supported by the Work Sheet 6.1 in the appendix.

Measurement:

As a working definition, measurement should be both summative and formative. Formative measures should be in real time or close to real time.

For the Desert Consortium, any and all aspects of this regional plan will be measured and/or tracked and evaluated. Additionally, the Desert Consortium discussed

developing similar measurement exercises for outcomes projected beyond completion of consortium programs.

Tools and Content: The Desert Consortium group felt that traditional measurements of student growth and gains should not be abandoned in the interest of more summative measurements such as diplomas, degrees and career certifications. Both should be improved and expanded as part of the Desert Consortium measurement strategies.

Measurement tools involve Dashboards, observation, formative and summative testing, competencies progress and outcomes and Learning Management Systems. The Desert Consortium discussions encouraged examining existing and proven tools such as Tracking of Programs and Student Software (TOPSpro) (potential dashboard), Kuder, and Career Cruising (potential electronic career portfolios).

Communications (Marketing)

Communication action plans will address internal and external messaging needs for designated segments.

Internal needs include a hallway, school, district and/or consortium.

External needs include members of the community, local, district, county, state elected officials and staff, partners and/or employers.

Action Plans address strategies that develop messages that are tailored to specific segments. Messages are developed into talking and/or copy points, and once the Consortium is clear about what we want to say, we then decide to whom we want to say it; how we want to say it; what do we want our audience/s to think, feel, do as a

result of receiving the message, and finally, we have to decide how we're going to evaluate the effectiveness of the message and the delivery strategy.

Messages are delivered often and in different forms, but effective communications/messaging involves reach (how many people do you reach and influence) and frequency (how often are you able to send the message so that its effectiveness continues to improve.)

Marketing and/or Communications plans are delivered through public relations (events and editorial), advertising (collateral and purchased media), sales (designed to close the effort rather than influence the effort). Additionally, before, during, and after a messaging campaign, marketing research informs, tracks, and measures outcomes and effectiveness.

Now for the Desert Consortium, Communications and Marketing have been included in consortium discussions but have never been the focus of a consortium discussion; that discussion is imminent. However, elements of a communications strategy/plan have been discussed with an understanding that having a clear identity and image, in the form of a brand and logo, is a good beginning for a group that has a clear sense of who they are and what they want to say and do. To that end, the Desert Consortium will shortly select a brand/logo design that could set the tone for one of the main instruments of 21st Century communications – the website.

Beyond the brand and website, a communications plan will be developed to address the basics of internal and external messaging to targeted audiences.

Once the regional plan is developed, it's important to both test its potential with a variety of segments that include students, staff, and stakeholders and then develop a "rollout" strategy that will deliver the main messages of the Desert Regional Plan.

LOOKING TO THE FUTURE

Growth and Capacity

Both College of the Desert (COD) and Coachella Valley Adult School (Coachella Unified School District) have identified gaps that are primarily driven by the recent recession that caused dramatic funding cuts to both community colleges and K-12 districts.

The primary message related to funding and service cuts is to, at minimum, restore those cuts to the 07/08 levels of funding and service.

However, other Desert trends have indicated needs that are driven by **growth trends** and thus challenge existing and potential **capacity** to serve adults in the Desert region.

Identified by both leadership discussion and staff surveys, access and transportation are considered major barriers to addressing education and training needs for adults in the region. The Desert Consortium covers expansive territory – territory that has limited transportation capacity as well as limited internet/Wi-Fi capacity.

College of the Desert has addressed basic service needs by developing additional campuses that are able to provide programs for adults who were not previously able to gain access. As a result, trends indicate a potential 30% growth pattern for both ESL and Adult Basic Education Courses.

But growth challenges capacity. COD ESL teachers need training in ESL content and delivery, and TESOL certification is a significant part of the capacity solution that addresses the need to develop higher quality ESL teaching staff.

In the case of Coachella Valley Adult School, trends indicate potential growth that is primarily limited by space and access issues. The East Valley of the Desert region is rich with students who could benefit from programs in literacy, citizenship and career technical education. Coachella could expand its service through tactical selection of partners and sites and similarly expand and improve its capacity and outcomes.

Palm Springs Unified School District, a member of the Desert Consortium, has indicated that it would like to partner with the Desert Consortium to better serve PSUSD. That partnership would provide literacy and parenting programs to parents of K-12 PSUSD students. PSUSD would provide classroom space for the Consortium Adult Education programs to provide classes to parents and others within the Palm Springs region. Additionally, staffing could be accomplished by training PSUSD K-12 teachers.

In the case of remote regions that are not able to benefit from site expansions and are limited by lack of internet and Wi-Fi access, expanding and improving services in remote areas involves both expanding internet/Wi-Fi capacity as well as developing effective distance learning programs.

Immigration Reform: The Federal Executive Order & State Driver License Eligibility

Because of its rich history in providing citizenship instruction and ESL, adult education programs may be asked, or directed, to be an integral part of the state's response to the recently announced President's Executive Order on immigration reform.

The order establishes eligibility for approximately five million undocumented individuals in the nation to apply to defer deportation. Of the five million it is estimated that 3 million are in California. The deferral would allow individuals to be considered as legal residents when applying for employment.

This order provides relief to the parents of children and young people who are citizens and legal residents of the United States. To qualify, these parents must have been in the country for at least five years.

Furthermore, the new executive order also expands the deferred action for individuals who entered the country before they were 16 years old and before January 1, 2010. Presently, eligibility is limited to only immigrants who were 31 years old or younger before June 15, 2012. Individuals subject to the new executive order would not be facing an upper age cap of 31 years old.

With applications expected to be available in Spring 2015, it is likely that adult education programs may have a role to play in assisting individuals to qualify pursuant to the executive order. The nature of the actual support will need to be further clarified, but it is clear that applicants will need to know about the steps to apply, inclusive of the determination of eligibility, acquisition and completion of required documents, and knowledge of the application process. Also, proof of length of residence is a requirement, and school attendance, whether K-12 or adult schools, may serve as the proof necessary.

Also, pursuant to state legislation enacted in 2014, starting in January 2015, California is scheduled to initiate the granting of driver licenses to undocumented residents of the state. Similar to the federal process, applicants will be required to

proceed through a multi-step process that includes a number of verifications and passage of a driver license test. The Los Angeles Times on December 11, 2014 reported that 1.4 million undocumented residents are eligible to apply for the driver license.

Both of these forthcoming demands to assist undocumented residents have a potential to be opportunities for each AB 86 consortium. Organizing a response, whether through state support or fees, has a potential for enhancing state support of adult education programs.

Adult Education State Funding

2015-16 District Adult Education and Consortium Funding

The following is provided to provide state budget planners and legislators and their staffs with specific funding amounts that respond to the question of “what will it take to restore adult education to 2007-08 levels,” when the statewide total was approximately \$750 million. After 2007-08, cuts were imposed statewide and local districts also exercised new authority allowing the transfer of funding from adult education to other purposes.

In this section consortium funding is also included to carry forward the adult education work planned by school and community college districts. The funding level assumes that statewide consortium funding should be doubled from \$25 million to \$50 million to implement the actionable ideas that have been identified collectively by participants in the AB 86 planning process.

It is predictable that community college funding will be addressed through the state budgetary process that provides support for the system, inclusive of credit and

non-credit programs. K-12 adult education funding is presented because the state legislature and governor will need to develop a funding proposal for 2015-16 starting with a blank slate.

\$2,255,761 / Proposed 2015-16 K-12 Adult Education Funding for Districts in the Desert Adult Education Consortium:

To restore the K-12 adult education school district funding to 2007-08 levels, the total needed is \$2,255,761. This amount is based on the following calculations:

- Identify 2011-12 statewide apportionment levels as reported by state for each district receiving adult education. These amounts are the funding levels after the state’s 2008-09 reductions of categorical programs.
- Add 25 percent to the 2011-12 amount to restore the statewide cuts imposed by the state in the 2008-09 fiscal year.

In fiscal year 2011-12, school districts in this consortium received the following K-12 adult education apportionments:

Coachella Valley	\$933,933
Desert Sands	\$233,984
Palm Springs	\$636,692
Total:	\$1,804,609
Add 25%	\$451,152
Proposed 2015-16 funding for District	\$2,255,761

\$477,904 / Proposed 2015-16 Consortium Funding for the Desert Adult

Education Consortium Activities:

Assuming consortia funding is funded at \$50 million, twice the present level of \$25 million. To begin to implement the consortium plans that have been developed, the

Desert Adult Education Consortium would expect to receive its proportional share based on the present AB 86 distribution of grants:

Present AB 86 grant:	\$306,172
Proposed 2015-16 funding	\$612,344

It is also proposed that the \$477,904 could be used to support the Desert Adult Education Consortium priorities that have been identified and discussed to date:

Professional Development:	25 percent
Communication:	10 percent
Data systems on student information, and programs, and accountability:	45 percent
Other (management and other needs to be addressed)	20 percent

Corrections Programs

According to the California Department of Corrections and Rehabilitation, it appears that incarcerated and parole populations are declining and are projected to continue to decline. In spite of the declining census numbers, California prisons currently house 137,523 inmates – 131,379 male and 6,144 female. Current parole numbers indicate 44,499 in 2014 and 38,590 projected for 2016.

As a result of Federal Court oversight, the California Department of Corrections and Rehabilitation, Office of Research, recently produced a corrections master plan entitled, The Future of California Corrections. This corrections master plan will focus on improving and expanding academic and career technical education programs and outcomes.

Highlights of the plan focus on significant program shifts such as the Creation of Reentry Hubs that will address substance-abuse treatment, employment services or education. These hubs will serve 70% of the adult parole population.

Reentry Hubs overall mission is to develop Pre-Employment Transition programs that will leverage with one-stop career centers.

The Desert Consortium is planning to explore the possibilities of leveraging its existing and evolving programs directly with Corrections and/or Parole services or indirectly with one-stop career centers that have contracted with Corrections and/or Parole services.

Programs for Veterans

According to the California Research Bureau 2013 report to the California Assembly, *“California is home to nearly 1.9 million veterans, by far the largest veteran population in the country. We have both numerically more veterans than any other state and a disproportionate share of veterans. The population is diverse, growing and their needs are changing.”*

Adult Education programs have traditionally served veterans well, and considering the disproportionate existing California veteran numbers along with the projected Iraq/Afghanistan returning veterans numbers, there should be a re-commitment to provide service both as it has been delivered as well as an updated version that addresses new needs, new demographics, new challenges and new opportunities.

The Desert Consortium is planning to leverage its existing and potential resources to improve the transitions, housing and employment needs of current and returning veterans. The Desert Consortium plans to leverage consortium resources with the Veterans Administration, Employment Development, Southern California Building Trades Council and Department of Social Services.

APPENDIX

Desert Consortium AB 86 COE - Objective 1, Table 1.1A, Page 1

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Directions: Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A10, list the data for each consortia member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):

	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's
Total for Consortium Members	22588	2361.08	4094577.91	2144870.49	588340.55	786271.95

Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's
College of the Desert	Desert	1-Elementary and Basic Skills	Community College	Credit ESL	456	44	0			
College of the Desert	Desert	1-Elementary and Basic Skills	Community College	Credit Basic Skills	7324	934	254192	102594	47044	32154
College of the Desert	Desert	1-Elementary and Basic Skills	Community College	Credit Basic Skills	3165	121	0			
College of the Desert	Desert	1-Elementary and Basic Skills	Community College	Enhanced Non-Credit	3941	282	1680522	1080303	234443	356265
College of the Desert	Desert	2-Classes and Courses for Immigrants	Community College	Credit ESL	456	44	0			
College of the Desert	Desert	2-Classes and Courses for Immigrants	Community College	Credit Basic Skills	456	44	0			
College of the Desert	Desert	2-Classes and Courses for Immigrants	Community College	Non-Credit	391	222	0			
College of the Desert	Desert	2-Classes and Courses for Immigrants	Community College	Enhanced Non-Credit	1839	25	0			
College of the Desert	Desert	3-Adults with Disabilities	Community College	Credit ESL	7		0			
College of the Desert	Desert	3-Adults with Disabilities	Community College	Credit Basic Skills	292		0			
College of the Desert	Desert	3-Adults with Disabilities	Community College	Non-Credit	361		0			
College of the Desert	Desert	3-Adults with Disabilities	Community College	Enhanced Non-Credit	11		0			
College of the Desert	Desert	4-Short Term CTE	Community College	Credit ESL			0			
College of the Desert	Desert	4-Short Term CTE	Community College	Credit Basic Skills			0			
College of the Desert	Desert	4-Short Term CTE	Community College	Non-Credit			0			
College of the Desert	Desert	4-Short Term CTE	Community College	Enhanced Non-Credit			0			
Coachella Valley Adult School	Desert	1-Elementary and Basic Skills	CDE Adult Education	Non-Credit	1573	194.14	625118.43	314196.15	93960.88	117183.33
Coachella Valley Adult School	Desert	2-Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	1444	224.85	577949.58	290488.2	86870.98	108341.16
Coachella Valley Adult School	Desert	3-Adults with Disabilities	CDE Adult Education	Non-Credit	0	4455.12	2239.08	669.9		835.09
Coachella Valley Adult School	Desert	4-Short Term CTE	CDE Adult Education	Non-Credit	257	29.45	102723.3	51630.64	15440.23	19256.28
Coachella Valley Adult School	Desert	5-Programs for apprentices	CDE Adult Education	Non-Credit	0	0	0	0	0	0
Desert Sands Adult School	Desert	1-Elementary and Basic Skills	CDE Adult Education	Non-Credit			0			
Desert Sands Adult School	Desert	2-Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	44		0			
Desert Sands Adult School	Desert	3-Adults with Disabilities	CDE Adult Education	Non-Credit			0			
Desert Sands Adult School	Desert	4-Short Term CTE	CDE Adult Education	Non-Credit			0			
Desert Sands Adult School	Desert	5-Programs for apprentices	CDE Adult Education	Non-Credit			0			
Palm Springs Adult School	Desert	1-Elementary and Basic Skills	CDE Adult Education	Non-Credit	128		62275	42951	5532	9073
Palm Springs Adult School	Desert	2-Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	69		33578	23158	2983	4873
Palm Springs Adult School	Desert	3-Adults with Disabilities	CDE Adult Education	Non-Credit	0		0	0	0	0
Palm Springs Adult School	Desert	4-Short Term CTE	CDE Adult Education	Non-Credit	0		0	0	0	0
Palm Springs Adult School	Desert	5-Programs for apprentices	CDE Adult Education	Non-Credit	0		0	0	0	0
Riverside County Office of Education - Adult Jail	Desert	1-Elementary and Basic Skills	CDE Adult Education	Credit Basic Skills	153	42.22	79470			
Riverside County Office of Education	Desert	2-Classes and Courses for Immigrants	CDE Adult Education	Non-Credit			0			
Riverside County Office of Education	Desert	3-Adults with Disabilities	CDE Adult Education	Non-Credit			0			
Riverside County Office of Education	Desert	4-Short Term CTE	CDE Adult Education	Non-Credit	221	154.42	674294.48	237310.42	101396.56	138291.09

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FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
154426	246591.49	1305	93839.34	21689	3195.803	4169841.7	2462609.08	480627.94	745434.02	146302.52	245982.29	6373.45	93021.12

FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed)/ FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
				341	526	0							
1881	70519			6791	892	264724	92037	41052	29844	12612	89179		
				659	24	0							
8015	191	1305		5704	565	1893805	1375725	167604	328116	16469	2618	2773	
				341	38	0							
				341	36	0							
						0							
				3952	526	0							
				6		0							
				222		0							
				180		0							
				6		0							
						0							
						0							
						0							
						0							
37327.33	40709.67		21741.98	1361	200.373	653567.56	348276.56	79769.27	122615.33	38277.55	39123.78		25505.07
34509.93	37637.88		20101.42	1188	246.96	579451.66	308781.28	70723.27	108710.5	33939.8	34687.06		22612.75
266	290.11		154.94	0	0	101.75	5422.36	1241.94	1909.01	595.95	609.12		397.09
6133.71	6689.66		3572.78	270	28.08	131868.56	70702.82	16094.83	24733.76	7723.16	7893.9		5146.09
0	0		0	0	0	0	0	0	0	0	0		0
						0							
						0							
						0							
						0							
						0							
						0							
2195	2560	0	0	189	0	92468	61401	7703	13673	6142	3549	0	0
1184	1880	0	0	0	0	27855	18517	2323	4123	1822	1070	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0
						0							
						0							
						0							
62914.03	86114.16	0	48268.22	138	111.39	526500.17	181746.06	94116.63	111703.42	28721.06	67252.43	3600.45	39360.12

Desert Consortium AB 86 COE - Objective 1, Table 1.1B, Page 1

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Directions: Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Enter the total dollar amount for each funding source by consortium member in a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Desert

	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13
Total For Consortia Members:	36085468	250246	306323	482120.06	2150888.06	264724	339454	6863837

		Funding Source - Total Dollar Amount 2012-2013							
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13
College of the Desert	Desert	35229206	250246	0	421797.06	2006545	264724	339454	6828673
Coachella Valley Adult School	Desert	856262		242901	0	129293.06			35164
Desert Sands Adult School	Desert	0		0	0	0			
Palm Springs Adult School	Desert	0		63422	0	15050			
Riverside County Office of Education	Desert	0		0	60323	0			

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ber. Note, this i:

Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
96320.96	36917671	246401	396945	335174	1906246.09	264724	388015.35	8022680.19	43991.54

		Funding Source - Total Dollar Amount 2013-2014							
Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
78940.96	36061409	246401		280388	1827120	264724	388015.35	7984850.65	535.54
	856262		331302		68031.09			37829.54	
17380	0	0	65643	0	11095				43456
				54786					

Desert Consortium AB 86 COE - Objective 2, Table 2

Table 2: Evaluation of Existing Adult Education Enrollment

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Desert

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Total for Members and Partners:	21980	17949	13757	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
College of the Desert	Desert	1-Elementary and Basic Skills	8740	7189	5007	
College of the Desert	Desert	2- Classes and Courses for Immigrants	2748	1269	1407	
College of the Desert	Desert	3- Adults with Disabilities	550	655	597	
College of the Desert	Desert	4- Short Term CTE	4531	4879	3121	
College of the Desert	Desert	5- Programs for apprentices	0	0	0	
Coachella Valley Adult School	Desert	1-Elementary and Basic Skills	1467	1573	1361	
Coachella Valley Adult School	Desert	2- Classes and Courses for Immigrants	1950	1444	1188	
Coachella Valley Adult School	Desert	3- Adults with Disabilities	0	0	0	
Coachella Valley Adult School	Desert	4- Short Term CTE	274	257	270	
Coachella Valley Adult School	Desert	5- Programs for apprentices	0	0	0	
Desert Sands Adult School	Desert	1-Elementary and Basic Skills	268			
Desert Sands Adult School	Desert	2- Classes and Courses for Immigrants	595	44	0	
Desert Sands Adult School	Desert	3- Adults with Disabilities	0	0	0	
Desert Sands Adult School	Desert	4- Short Term CTE	0	0	0	
Desert Sands Adult School	Desert	5- Programs for apprentices	0	0	0	
Palm Springs Adult School	Desert	1-Elementary and Basic Skills		128	189	
Palm Springs Adult School	Desert	2- Classes and Courses for Immigrants		69	57	
Palm Springs Adult School	Desert	3- Adults with Disabilities		0	0	
Palm Springs Adult School	Desert	4- Short Term CTE		0	0	
Palm Springs Adult School	Desert	5- Programs for apprentices		0	0	
Riverside County Office of Education - Adult Jail	Desert	1-Elementary and Basic Skills	291	221	422	
Riverside County Office of Education	Desert	2- Classes and Courses for Immigrants	0	0	0	
Riverside County Office of Education	Desert	3- Adults with Disabilities	0	0	0	
Riverside County Office of Education	Desert	4- Short Term CTE	566	221	138	
Riverside County Office of Education	Desert	5- Programs for apprentices	0	0	0	

Desert Consortium AB 86 COE - Objective 3, Table 3.1

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Student Pathways (Roadmap for each student)	<ul style="list-style-type: none"> •Establish a tailored pathway for every student: what is expected in each • Create pathway protocol for clear Entry and Exit ; understanding of each placement (K-14pathway) •Guidance to include: <ul style="list-style-type: none"> -an orientation -an assessment -interest inventory -individual educational plan (student rubric) •Provide guidance, counseling, transition, monitoring and follow up/intervention –teachers flag students for intervention keep students on course •In Com. Colleges the Student Success Act SB1456- funding targeted to core matriculation services of orientation, assessment, counseling and advising and development of education plans linked to AS (CNA , LVN, RN = VOC. Track) 	<ul style="list-style-type: none"> •Time for Adult school and college admin., counselors and teachers meet to develop pathway protocol and examine all details •Additional support staff for implementation •Teachers for the transition and prep courses •Creation or purchase of the tech tools for the plan –electronic portfolios •Creation of common protocols consortium-wide e.g. common orientation •Common professional developments 		<ul style="list-style-type: none"> •Adult school & community college administrators, counselors, teachers and students 	<ul style="list-style-type: none"> •Identifying student numbers that engage in complete Intake process initially • Number of students on course at end the first year •On-going feedback from students •Number students engage in middle school 	<ul style="list-style-type: none"> •Planning Spring and Summer 2015 •Begin initial implementation September 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Joint Articulation	<ul style="list-style-type: none"> •Establish a joint articulation committee •Committee to define role in articulation process •Design process for districts and CC to build understandings of each others: <ul style="list-style-type: none"> -systems -curriculum, -assessments -staffs –admin. teachers, classified, students -resources •Coordinate joint professional development 	<ul style="list-style-type: none"> •Time and support for articulation committee members to define and create roles •A review of models of articulation 		<ul style="list-style-type: none"> •Adult school & community college administrators, counselors and teachers •Students 	<ul style="list-style-type: none"> •Review of participation of articulation committee members •Review of the identified articulation efforts & number addressed (joint common assessments, classes with aligned curriculum) 	<ul style="list-style-type: none"> •Planning Spring and Summer 2015 •Begin initial implementation September 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Transition into workforce monitoring	<ul style="list-style-type: none"> •Establish process for case management in workforce –internal identification number for each student –exit supports –mentorships –looping back –promotions 	<ul style="list-style-type: none"> •Time for College counselors and adult school counselors •Staff to implement the plan •Team to develop the Process •Additional support staff 		<ul style="list-style-type: none"> •Adult school & community college administrators, counselors and teachers •Students •Partners •Workforce Liaison 		<ul style="list-style-type: none"> •Planning Spring and Summer 2015 •Begin initial implementation September 2015

Desert Consortium AB 86 COE - Objective 5, Table 5.1

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Work Experience Credit	<ul style="list-style-type: none"> •Establish a committee to research to prepare and plan •Establish agreements with employers •Set guidelines for credit for program •Design assessment •Craft a plan to publicize and engage students •Initiate assessment 	<ul style="list-style-type: none"> •Time/resources to support Committee work •Board. Risk Management •Employers/ Partners •Administrators •Teacher •Placement /Recruitment specialist •Classified time for communications development 		<ul style="list-style-type: none"> •Employers/ Partners •Administrators •Counselors •Counselor support assistants (student peer mentor) •Teacher •Classified staff 	<ul style="list-style-type: none"> •Initial Tracking of preparation & completion of plan and guidelines for credit • Review /monitor number of students passing the verification of experience 	<ul style="list-style-type: none"> •Begin initial implementation Sept. 2015
Flexible Scheduling	<ul style="list-style-type: none"> •Survey of student programming needs/availability •Facilities for classes early morn. evenings, weekend •Staff to teach flexed classes •Administrator scheduling/time •Design plan to publicize & engage students 	<ul style="list-style-type: none"> •Facilities with time availability •Counselor support •Additional staff for classes •Administrator support •Classified time for communications development 		<ul style="list-style-type: none"> •Maintenance & Operations staff •Administrators •Counselors •Teachers •Classified staff 	<ul style="list-style-type: none"> •Review Initial Enrollment numbers in classes •Review Retention numbers in classes •Monitor course outcomes 	<ul style="list-style-type: none"> •Begin initial implementation Sept. 2015

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Appropriate Placement / Class Access	<ul style="list-style-type: none"> •Research areas (ESL,GED,CTE) for blended, virtual classes, distance learning, and “production of own classes” Pilots •Establish Scheduling plan •Student Educational Plan 	<ul style="list-style-type: none"> •Tech equipment •Internet access. •DL training for office/ instructional staff. •obtain approval of online courses-OTAN/A-G UC • Develop courses with instructional staff /purchase site license of already approved programs •Instructors 		<ul style="list-style-type: none"> •Counselors •Administrators •Teachers •Curriculum Committee •Tech support 	<ul style="list-style-type: none"> •Course completion rates. (Student persistence rates.) •Grades earned. •Number of students requiring tutoring (compare to traditional instruction courses) 	<ul style="list-style-type: none"> •Planning Spring and Summer 2015 •Begin initial implementation Sept. 2015
Credit by Challenge Exam	<ul style="list-style-type: none"> •Establish an instructional team •Research options to secure board approval of challenge exam •Create challenge exam. •Create schedule for challenge exam. •Recruit students for exam. •Design exam admin plan. •Award credit based on results of exam. •Update transcripts. 	<ul style="list-style-type: none"> •Instructional materials for exam, e.g. DVDs for listening portion of an exam •Copy production of the exam •Recruitment materials development •Testing facilities •Staff to administer examine •Registrar/guidance personnel to input scores. 		<ul style="list-style-type: none"> •Admin. •Instructional team. Guidance •Staff/instructor •Facilities coordinator. •Staff-Teachers •Classified staff 	<ul style="list-style-type: none"> •Review number of students taking exam •Monitor course outcomes 	<ul style="list-style-type: none"> •Planning Spring and Summer 2015 •Begin initial implementation Sept. 2015

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
K-12 Remediation to support CC Completers	<ul style="list-style-type: none"> •Monitoring at beginning of the year- review student math/ literacy state results •Identify students needing support •Identify skill deficiencies •Establish remediation classes •Establish prep classes •Incorporate the Acu-Placer 	<ul style="list-style-type: none"> •Plan developed for Counselor and others •Time for on-going meetings with staff to review results •Teachers to provide remediation classes •Counselor team monitoring remedial students to ensure diploma 		<ul style="list-style-type: none"> •Administrators •Counselors •School Staff •Classified staff 	<ul style="list-style-type: none"> •Monitor Plan implementation •Track number of students needing remediation •Track number of students student succeeding in classes 	<ul style="list-style-type: none"> •Planning Spring and Summer 2015 •Begin initial implementation Sept. 2015

Desert Consortium AB 86 COE - Objective 6, Table 6.1

Table 6.1 Current Professional Development: In the table below identify current professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows may be added.

Topic	Professional Development Strategy	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
Districts' Overview Professional Development	<ul style="list-style-type: none"> •Two day Adult Education Training related to K-12 on August before school begins addressing learning gains by teachers, State Goals, school gains in relation to CASAS •Establish teacher teams by departments that will work together to improve their practice and student learning •Teacher teams meet to get to know each other through participating in creative solutions exercises and team building activities •Prepare for WASC and get to know “good” strong teachers and prepare them to serve on the WASC leadership team •Teacher are trained on assessments – CAL PRO •Teachers trained on Development of Performance Plan –including use of CA Teaching Standards in lessons, administrator observations (first / second scheduled observation of lessons) with administrator scripting and scheduling with conference with teacher •Teachers trained on Lesson development with lesson folders submitted on Fridays •Teacher Staff Meetings 	<ul style="list-style-type: none"> •Adult Basic Education •Adult Secondary Education •Career Technical Education •English as Second Language 	

Desert Consortium AB 86 COE - Objective 6, Table 6.2

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for *collaborative* professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows may be added.

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
<p>Consortium –wide Adult School Professional Development –Learning Communities</p>	<ul style="list-style-type: none"> •Teacher are engaged in activities to introduce and clarify the building learning communities •Staff meetings are use d as instructional professional developments to build teacher practice and improve student learning/gains •Teacher teams/departments use the cycle of improvement design: analyze assessment results, identify student needs, prepare lessons to remediate, identify strategies to be used- small groups, retest and analyze results for improvement •Teacher teams articulate learning gains and promote transparency to inform stakeholders/students – Student learner gains are posted in classrooms • Teacher teams reflect and discuss learner gains, and teacher practices that yielded highest gains then identify that strategy (best practice) for team to take back to their classrooms/incorporate in their instruction •Administrative teams receive the same professional development to ensure that they support, and can participate in the learning communities and in the building of teacher practice and improvement of student learning 	<ul style="list-style-type: none"> •Adult Basic Education •Adult Secondary Education •Career Technical Education •English as Second Language 	

Desert Consortium AB 86 COE - Objective 7, Table 7.1

Table 7.1: Leverage of Existing Regional Structures from Partners (expand table as necessary)					
Partner Institution Supporting Regional Consortium	Program Area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Workforce Investment Board	CTE	Interviews, surveys, resource assessment	All	Tools, license fees, job placement, job development, case management	Fall 2015
Immigration and Customs Enforcement	ESL, Citizenship, ABE, GED, CTE, Application Preparation	Meetings, Production of Virtual Materials, Content Design, Communications Plan	All	Leverage roles and responsibilities, oversight, development of content, process management	June 2015
Department of Motor Vehicles	CTE/Drivers License	Meetings, Interviews, Resource Assessment, Development of content and delivery systems, measurement	All	Referrals, content, process, data bank,	June 2015
County District Attorney/Superior Court	CTE	Meetings, Interviews, Surveys, Resource Assessment, Define Roles Responsibilities, Develop Programs, Measurement Systems	All	Court Waivers, Policy and Regulation Shifts, Resources, Tracking Systems	January 2016
Centro Latino for Literacy	ESL Pre-Literacy	Meetings, Negotiations, Site License Arrangement, Professional Development, Tracking, Measurement	CAS	On-Line Programs, Professional Development	June 2015

Adult Education Consortium Survey Highlights

Survey Respondents by Community Colleges and Adult Schools

Below are preliminary highlights from the survey. Results were separated for community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total of 49 Desert Adult Education surveys were completed in fall 2014.

Table 1. Number of responses per school/college

Colleges	Responses (total: 26)	Adult Schools	Responses (total: 23)
College of the Desert	100% (26)	Coachella Valley Unified	91.3% (21)
		Riverside County Office of Education	8.7%% (2)

Table 2: What is your current role or position?

Community College	Responses (total: 27)	Adult School	Responses (total: 51)
Program Coordinator/Manager	4.0% (1)	Community College Adm/Dean	4.5% (1)
Teacher/Faculty	92.0% (23)	K-12 School/District Admin	4.5% (1)
Classified Staff	4.0% (1)	Teacher /Faculty	63.6% (14)
		Counselor	9.1% (2)
		Career Center /Assessment/ Tutoring/Guidance	4.5% (1)
		Classified Staff	9.1% (2)
		Other	4.5%(1)

- An overwhelming number of both **community college** and **adult education** surveys were completed by teachers/faculty. **(Q3)**
- A little over two-thirds (77%; n=20) of **community college** respondents and almost half (48%) of **adult school** respondents are affiliated with *ESL/Classes for Immigrants*. Another 42% (n=11) of **community college** respondents and 30% of **adult school** respondents are primarily affiliated with *Elementary and Secondary Basic Skills*. There was another 30% of adult school respondents affiliated with *CTE programs*. **(Q4)**

Overall quality and/or effectiveness of programs, services, and courses.

- ESL, High School Diploma (GED) and CTE programs were rated by a large number of **adult school** respondents as being *Above Average* or *Very High* in terms of quality/effectiveness. **(Q6)**
- All 23 **community college** respondents (100%) who rated the quality of their ESL/Citizenship/VESL programs , said it was *Above Average* or *Very High* quality. Programs, services and courses preparing students in ABE and High School Diploma/GED were also rated by over 90% of respondents as being *Above Average* or *Very High* in terms of quality/effectiveness. **(Q6)**
- There was only one person rating any of the **community college** programs as being of *Below Average* or *Very Low* quality. **(Q6)**

Adequacy (sufficiency, comprehensiveness) of the programs, services, and courses

- The largest number of **adult school** respondents rated ABE, ESL, CTE and High School Diploma programs for being *Very* or *Extremely Adequate* (92% and above). **(Q7)**
- A high number of **community college** respondents rated ABE, HS Diploma/GED and ESL programs and services as being *Very* or *Extremely Adequate* (95%, 94% and 92% respectively). In fact, almost all programs at the community colleges were rated *Very* or *Extremely Adequate* by at least 70% of respondents. Only one program, Programs for Adults in Correctional Facilities, was considered to be of *Very Low* quality, but only one person rated that program. **(Q7)**

Program areas offered have the greatest need for additional course offerings, services, or other improvements

- **Adult Education** surveys identified Short-term CTE programs as having the greatest need for additions (59%, n=13). **(Q8)**
- **Community college** respondents identified ESL or VESL programs as having the greatest need for additions (74%, n=14). **(Q8)**

Additional course offerings needed

- There are a variety of suggestions by **adult school** respondents to this open ended question. See attachment. **(Q9)**

- Courses for non-English speakers stood out among the 8 responses received by **Community College** respondents. **(Q9)**

Additional services needed

- **Community College** respondents' suggestions primarily included having more DSPS programs. No common theme emerged in the **adult school** responses. **(Q10)**
- When asked the question (open ended), "What other improvements do you recommend?" – Issues around facilities emerged as the most common response by **adult schools**. **Community College** respondents gave a variety of suggestions but no singular common theme emerged. **(Q11)**

Rating of participant's knowledge of the resources and services provided by the specific agencies

- As expected, both **community college** and **adult school** respondents have the most amount of knowledge about their area community colleges and adult schools. **(Q12)**
- **Adult school** respondents had the least amount of knowledge about the resources and services provided by the Chambers of Commerce and One-Stop Career Centers. About half of **community college** respondents had no knowledge of the resources and services provided by the Office of Economic Development and One-Stop Career Centers. **(Q12)**

Collaboration efforts with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services.

- The greatest areas of collaboration by **adult school** members surveyed was in the area of *Articulation of Courses* (32%; n=6). **(Q15)**
- The greatest areas of collaboration by **community college** members surveyed were in the areas of *Team Teaching* and *Alignment of Curriculum*. Each received 40% response (n=8). **(Q15)**
- *Insufficient Time* was selected as the greatest barrier to collaboration with outside service providers by both **adult school** and **community college respondents**. *Lack of Incentives* and *Lack of Interest* were also identified by **adults school** members as being a barrier to collaboration. **(Q17)**

Obstacles for Students

- An overwhelming majority of **community college** respondents (75%; n=18) and **adult school** respondents *85%, n=17) cited the *Lack of Childcare* as an obstacle to adult learners/students. **(Q19)**

Strategies to accelerate student progress

- **Adult school** respondents rated *Competency-based* strategies as the one most currently in use to accelerate student progress. **(Q20)**
- *Contextualization* and *Competency-based* strategies were currently in use by 43% (n=6) of **community college** respondents. **(Q20)**
- The Co-location Strategy in use by most **adult school** respondents are *Support Services on Campuses* (43%, n=6) and *Classes Conducted at Worksite* (36%, n=4). 95% of **community college** respondents (n=17) stated that *Adult School Classes on College Classes* was the Co-Location Strategy used to a *Great/Moderate Extent*. **(Q24)**
- All three Transition Strategies in use by around 40% of **adult school** respondents and between 50% and 60% of **community college** respondents. **(Q25)**
- *Location within Easy Access of Student Population* is the Physical Access Strategy in use by 67% (n=10) **adult school** and 93% (n=14) of **community college** respondents. **(Q26)**
- Both **adult school and community college** responses showed *Open entry/open exit programs* (67% and 94% respectively) and *Evening Hours* (68% and 84% respectively) are used *To a Great Extent* to facilitate student access to services. **(Q27)**
- *Lack of funding* was cited as the greatest challenge to implementing these strategies by both **adult school** and **community college** participants. **(Q28)**

Professional Development

- The top requested professional development topics by both **adult school** and **community college** respondents was *Building of Career Pathways*. **(Q30)**

Summary

- When able to give open responses to “what is the most important thing that can be done to improve/expand services?” the most prominent theme in the **community college** surrounded the expansion of classes offered at different times of the day and in total number. **(Q31)**
- The same open ended question was asked of **adult education** members and they primarily listed funding as what could be done to improve or expand services. **(Q31)**

Adult Education Consortium Student Survey Highlights

Desert AB86 Adult Education Student Survey Highlights

Student Survey Respondents by Community Colleges and Adult Schools

Below are preliminary highlights from the survey. Results were separated for community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total of 601 surveys were completed in fall 2014.

Table 1: Number of responses per institution (Q5)

Colleges <i>n = 131</i>		Adult Schools <i>n = 470</i>	
Name	Total	Name	Total
College of the Desert	100% (131)	Coachella Valley Adult School	83% (392)
		Desert Sands Adult School	1% (5)
		Palm Springs Adult School	1% (6)
		Riverside COE - ROP	14% (67)
Total	100% (131)	Total	100% (470)

Table 2: What is your age (Q1)

Community College <i>n = 131</i>		Adult Schools <i>n = 469</i>	
Age	Total	Age	Total
18-24 years	33% (43)	Under 18 years	2% (8)
25-30 years	14% (18)	18-24 years	26% (123)
31-39 years	30% (39)	25-30 years	18% (84)
40-55 years	21% (28)	31-39 years	25% (115)
Over 55 years	2% (3)	40-55 years	23% (109)
Total	100% (131)	Over 55 years	6% (30)
		Total	100% (469)

Table 3: What is your gender (Q2)

Community College <i>n = 130</i>		Adult Schools <i>n = 466</i>	
Gender	Total	Gender	Total
Female	59% (76)	Female	64% (296)
Male	41% (54)	Male	36% (170)
Total	100% (130)	Total	100% (466)

Table 4: What is your background? (Q3)

Community College <i>n = 131</i>		Adult Schools <i>n = 468</i>	
Background	Total	Background	Total
American Indian or Alaskan Native	1% (1)	American Indian or Alaskan Native	1% (5)
Asian or Pacific Islander	3% (4)	Asian or Pacific Islander	0.6% (3)
Hispanic or Latino	92% (120)	Black or African American	1% (5)
White/Caucasian	6% (8)	Hispanic or Latino	93% (434)
Other	4% (5)	White/Caucasian	5% (21)
		Prefer not to answer	0.4% (2)
		Other	5% (22)

- The age of respondents from the **community college** surveys were primarily representing ages 18-24 years of age (33%; n=43) followed closely by the age category of 31-39 years (30%; n=39). **(Q1)**
- **Adult school** respondents mostly represented the 18-24 years (26%; n=123), 31-39 years of age (25%; n=115); and 25-30 years (18%; n=84). **(Q1)**
- Respondents from both student survey groups were predominately female (59%; n= 76 for **community college** and 64%; n=296 for **adult schools**). **(Q2)**
- The “*background*” identified most often by both **community college** and **adult school** respondents was “*Hispanic or Latino*” (92%; n=120 and 93%; n=434, respectively). **(Q3)**
- Both sets of respondents mostly heard about their schools from “*Family/Friends*” – **community colleges** at 73% (n=95) and **adult schools** at 63% (n=294). **(Q6)**

The Areas of Enrollment

- **Community college** respondents have been enrolled in their school for “*less than 1 year*” (62%; n=81). **(Q7)**
- More than half of **adult school** respondents (66%; n=307) have been enrolled for “*less than 1 year.*” **(Q7)**
- When responding to the question regarding the degree certain factors “*affect your decision to enroll in your current school,*” both **community college** students and **adult school** students rated highest how “*easy to get to location of the school*” had “*a tremendous amount*” of influence on their decision. (34%; n=37 and 35%; n=146, respectively). **(Q8)**

- The top *“kinds of courses”* in which **community college** and **adult school** respondents are enrolled are to *“learn to speak English”* (52%; n=67 and 47%; n=218, respectively). **(Q9)**

Areas of Career and Work

- 94% (n=122) of **community college** students and 78% (n=358) of **adult school** students reported that they were not *“enrolled in a career or technical education/vocational education program.”* **(Q11)**
- When students were asked, *“Which industry best describes your current work,”* **community college** participants (20%; n=23) mostly listed *“other”* as their option. The most common stated open-ended response to *“other”* was *“not employed.”* When **adult school** students were asked the same question, 26% (n=107) listed *“Agriculture and Natural Resources”* as the current industry in which they work. **(Q14)**
- **Community college** and **adult school** students listed *“education, child development and family resources”* as the top possible job which interested them. (35%; n=44 and 34%; n=148, respectively) **(Q16)**

Student Services

- Both **community college** and **adult school** students overwhelmingly selected *“I have never used these services”* for almost all of the student service areas listed when asked about *“how helpful”* they have been. The one exception was 45% (n=56) of **community college** students reported that *“counseling”* has been *“very helpful.”* **(Q17)**

Additional Demographic Information

- Both **community college** and **adult school** respondents stated that their *“highest level of school/degree”* was *“Secondary (6 to 12 years of school).”* (32%; n=36 and 34%; n=116, respectively) **(Q19)**
- The majority of **community college** and **adult school** participants reported having a California driver’s license (55%; n=72 and 55%; n=250, respectively). **(Q20)**

Student Access to Technology

- **Community college** students had access to technological devices ranging from mostly “cell phones,” “email,” and “internet” (95%; n=121, 93%; n=105 and 89; n=101, respectively). The device with lowest access was “iPad/Tablet” (43%; n=42). **(Q24)**
- Similarly, **adult school** students had access to technological devices ranging from mostly “cell phones,” “email,” and “internet.” (95%; n=424, 82%; n=326 and 76%; n=303, respectively) to “iPad/Tablet” as the least (45%; n=162). **(Q24)**
- **Community college** (72%; n=94) and **adult school** (56%; n=252) students stated they could take a class on a computer by themselves. **(Q25)**
- When asked “could you take a class on a computer with the help of a teacher,” 95% (n=123) **community college** students responded “yes” as did **adult school** students at a rate of 89% (n=403). **(Q26)**

Additional Course Availability

- When students were asked, “if classes were offered early in the morning (e.g., 5am), would they attend?” 58% (n=75) of **community college** students responded “yes,” as opposed to 62% (n=281) of **adult school** students who responded “no.” **(Q27)**
- **Community college** and **adult school** respondents replied affirmatively to “if classes were offered on Saturday or Sunday, would they attend?” (77%; n=99 and 57%; n=259, respectively). **(Q28)**

Los Angeles Times

Strong growth is forecast for Inland Empire

By [Chris Kirkham](#), Los Angeles Times

<http://www.latimes.com/business/la-fi-inland-empire-economy-20141023-story.html>



Amazon.com opened its second major fulfillment center in Moreno Valley earlier this year. The company is planning to build another facility in Redlands. (Irfan Khan / Los Angeles Times)

Oct 23, 2014 | 5:00AM :: It was among the nation's hardest-hit local economies during the Great Recession, beset by staggering numbers of foreclosures and one of the highest jobless rates in California.

But the Inland Empire is now the fastest-growing region in Southern California — a trend predicted to continue over the next five years, according to an economic forecast released Thursday.

The availability of land for development, combined with proximity to ports and major transportation corridors, has given Riverside and San Bernardino counties a growth advantage over more built-out coastal areas over the last two years. Unlike the housing bubble of the mid-2000s — when much of the Inland Empire's job growth was tied to

construction and real estate — the economic recovery has been spread across a wider range of industries, such as professional services and goods distribution.

"We haven't just had all of our eggs in one basket. Almost every major industry in the Inland Empire has added jobs since the region hit bottom."

- Jordan Levine, director of economic research at Beacon Economics

"What's encouraging is just how broad-based the recovery is," said Jordan Levine, director of economic research at Beacon Economics, which published the forecast. "We haven't

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just had all of our eggs in one basket. Almost every major industry in the Inland Empire has added jobs since the region hit bottom."

Overall, the Inland Empire accounted for two-thirds of the new businesses created statewide from 2012 to 2013 — despite housing only 7.4% of the total businesses in California.

Over the last year, Inland Empire jobs have increased 2.7%, a faster rate than any part of California except the Bay Area. That's more than double the rate of Los Angeles County and nearly triple the pace of Orange County.

Thursday's report predicts the Inland Empire will add jobs at an even faster clip — about 3.4% annually — over the next five years.

Driving that growth are major gains at both ends of the income scale: the lower-paying leisure and hospitality sector was one of the fastest-growing industries, but there was even more rapid growth in the high-end professional services sector, which includes consultants, lawyers and accountants.

Average annual wages in the Inland Empire, at \$41,314, are significantly lower than the state average of \$57,121, but the forecast found that some of the biggest growth sectors in the region (professional services, trade and transportation) are also among the highest paying. More than 55% of the Inland Empire jobs added over the last year were in industries with average annual pay above \$40,000.

The Inland Empire still had an unemployment rate of 8.2% as of September, higher than the state's rate of 7.3%. One of the biggest bright spots going forward, according to the report, is the Inland Empire's status as a major shipping and distribution point for Southern California and the nation.

Amazon.com, for instance, opened its second major fulfillment center in Moreno Valley this year. The facility serves as a hub for delivery of merchandise throughout the region. The company is planning to build another facility in Redlands.

The region also serves as a distribution hub for goods delivered to and from the ports of Los Angeles and Long Beach, which have both

seen a surge in volume over the last year. Overall volume at the Port of Los Angeles has risen 7.8% in the first nine months of 2014 compared with the same period last year. And the Port of Long Beach saw an increase of 1.7% over the same period.

"This is the area where goods are going to be handled, whether they're coming in through the ports or going into facilities to answer demands from e-commerce," said John Husing, an economist who specializes in the Inland Empire. "We have all of the dirt left in Southern California, if you're going to build an industrial facility or a logistics facility."

That growth is evident from measurements of economic output in the wholesale trade and warehousing sector, which grew nearly four times as fast in the Inland Empire as the state overall.

The sector also had the fastest growth in business formation from 2012 to 2013, according to the report.

One thing noticeably different about the Inland Empire's recent growth, compared with the boom years of the mid-2000s, is the performance of the construction sector.

The industry shed more than 75,000 jobs in the Inland Empire and is still years away from regaining them, the report suggests. But the report projects construction to be "one of the largest contributors to economic growth moving forward," driven by an increase in demand for housing in a region that is significantly more affordable than the rest of Southern California.

Husing compared median housing prices of \$277,000 in the Inland Empire with prices of more than \$450,000 in Los Angeles and nearly \$600,000 in Orange County.

"Those are powerful numbers, and they will force growth into this area," Husing said. "And as families move, they bring their education, their skills, their income and their spending."

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AB 86 DESERT CONSORTIUM PROJECT MANAGEMENT PLAN ORGANIZATIONAL STRUCTURE

The AB 86 Desert Consortium encompasses the geographical boundaries as defined by the Desert Community College District and includes the following members within the Coachella Valley:

1. Coachella Valley Unified School District
2. College of the Desert
3. Desert Sands Unified School District
4. Palm Springs Unified School District
5. Riverside County Office of Education

The AB 86 Desert Consortium has a solid track record and history of developing positive, productive, and collaborative working relationships understanding that these partnerships yield maximal educational dividends for the diverse communities of students we serve.

Currently, the following collaborative workgroups already exist in our common goal of connecting, improving, and enhancing educational opportunities in our region:

1. Coachella Valley Regional Plan for College and Career Readiness — adopted by all 3 Coachella Valley School Districts; sponsored by the Coachella Valley Economic Partnership.
2. Educational Consortium Meetings — monthly meetings aimed at connecting the K-12 systems with College of the Desert. These meetings have been ongoing since 2007.

3. SB 70 Collaborative Grants — Professional Learning Councils engaging faculty in like disciplines in discussion on transition to college, articulation, curricular alignment and best practices.
4. Cal Pass Provides data housing which enables us to track students through K-12 to college. All three K12s, the RCOE, California State University – San Bernardino, Palm Desert Campus and COD have been signed participant agreement in 2008.

During our planning grant meetings, we have had open dialogues on possible partnerships within our area and will include but are not limited to:

- Agua Caliente Band of Indians
- Coachella Valley Economic Partnership
- Coachella Valley Rescue Mission
- Desert Boys & Girls Club
- Desert ARC
- Indio WIN Youth Center (Riverside County EDA)
- Local Unions
- Martha's Village & Kitchen
- Mecca Farmworker's Resource Center
- Riverside County Economic & Workforce Development Agency
- Torres Martinez Desert Cahuilla Indians

Additional partners may include entities that provide assessments and/or certificates.

All members of the AB 86 Desert Consortium understand that this project plan is a living document that could evolve as we evaluate and analyze eventual data. If warranted, we

are open to incorporating additional partners that reflect the true needs of our region in the realm of adult education.

During the last several months, the committee agreed on some key goals as we move forward in rethinking and redesigning adult education in the Coachella Valley:

1. Create and improve access to lifelong education, training, and employment services throughout our valley. We will be intentional to include adults who face barriers to education and employment.
2. Focus on education and short-term training that create opportunities and enrich lives.
3. Increase awareness that educational attainment leads to increased earnings over a lifetime.
4. Improve and expand existing adult education programs while creating seamless transitions as a consortium.
5. Leverage current resources across the consortium to maximize services and minimize duplication.
6. Research and analyze best practices found at other successful adult education institutions both within and outside of California.
7. Be transparent with all aspects of our project, including fiscal reports and processes for the allocations of funds.

SHARED LEADERSHIP STRATEGIES

Working together is not new for educational institutions in the region. Over 5 years ago, the Coachella Valley Education Consortium was created to link K-12 and all postsecondary institutions. This consortium meets monthly throughout the academic

year and has become the forum for the initial conversations around AB 86. The consortium has agreed to function as an Advisory Committee as needed.

The AB 86 Desert Consortium recognizes that linking our area's adult education programs will be a success for the citizens of the Coachella Valley. As a team, we fully understand that our region's adult students need a wide range of basic education as well as career and technical training aligned with high demand, high growth employment opportunities. We also understand that successful participation in such programs often depends on our ability to coordinate and meet other needs these students may have, including transportation, learning support, and disability services.

The Desert Consortium views AB 86 as an opportunity to further develop, integrate and streamline our current delivery of adult education. Last summer, informal conversations began at our monthly Educational Consortium meetings on how we plan to implement a more regional approach.

During several scheduled AB 86 Consortium planning meetings, we agreed on shared leadership principles which include regular and active communication. Meetings have been established at mutually agreed upon locations, times and dates to ensure maximum participation of all stakeholders.

As we have moved through our planning stages, co-chairs have been appointed, one from Coachella Valley Unified School District and the other from College of the Desert. In addition, we have discussed establishing advisory committees and sub-groups as we launch into the eventual implementation of our plan.

We decided to adopt a consensus-based decision-making approach while always keeping in mind the impact these decisions have on the adult students we serve. We will constantly refer to our consortium's goals and objectives. Each of the five LEA members have one vote.

In addition, we have set forth the following guiding principles as we move forward as a consortium:

1. We will have a common vision for change which includes an understanding of problem solving through discussion and consensual agreement.
2. We will share information consistently and ensure that our efforts remain aligned as a consortium working toward a common goal.
3. Our regional plan is based on market study research, augmented by CVEP, which encompasses the diversity of our communities.
4. Consortium activities must be coordinated through a mutually agreed upon plan of action.
5. We will be committed to frequent open communication in-person, via web, and other existing collaborative meetings.
6. We will build trust in order to accomplish consortium objectives.
7. Resources will be allocated by means of an open, transparent process that ensures the meeting of AB 86's goals and objectives.
8. The Consortium will build upon and expand successful adult education practices in the Coachella Valley.

As a consortium, we have determined that working in collaboration in this endeavor is paramount. In short, all members of the AB 86 Desert Consortium have a shared

vision for change in adult education and will utilize a joint approach to redesign and rethink its delivery across the Coachella Valley.

PROJECT PLANNING ROLES AND RESPONSIBILITIES

Currently the co-chairs and Project Manager for the Desert AB 86 Consortium are:

- Sheri Jones, Dean, Communication & Humanities — College of the Desert
- Jereme Weischedel, Principal, Adult Education — Coachella Valley Unified School District
- Guillermo E. Mendoza, AB 86 Project Manager

As part of the required qualifications, the project manager must demonstrate the ability to manage the day-to-day operations of providing quality adult education; be able to effectively communicate with all constituents and school districts in the Consortium and have the expertise in managing budgets that will result in meeting the Consortium's predetermined goals and objectives.

This position is high profile and will be instrumental in the implementation of a high quality, results-oriented education project that addresses equity, stability, access, quality, relevance, and community participation. In addition, the project manager will ensure that all cooperative agreement deadlines are met and targets achieved while maintaining strong working relationships with project stakeholders (including sub-grantees and/or subcontractors). The project manager is also responsible for managing all aspects of the budget and will work closely with the designated fiscal agent.

Mr. Mendoza is expected to be in constant communication with the co-chairs of the consortium to strengthen the understanding of the timely submission of reports and communication with both statewide and regional offices.

In addition, we plan to allocate funds for an administrative support position which will assist in clerical duties and support data collection. As an integral part of our plan, we also recognize that teaching faculty expertise is vital to its success.

Accordingly, we plan on incorporating key faculty leaders in curriculum development and instructional design and delivery. Lastly, we have had discussions about the involvement of students to help us better understand and assess the needs of our current adult education programs.

The current representative leadership from the five consortium member institutions will function as an advisory group and decision-making entity as the regional plan is further developed.

COMMUNICATION

The AB 86 Desert Consortium has begun devising a communication plan to ensure the success of executing the goals and objectives of our project. Understanding the value and importance of informing and engaging regional stakeholders, the consortium has outlined the following initial processes:

1. Evaluate the benefit and effectiveness of establishing an AB 86 Desert Consortium website which would allow for consistent electronic communication, sharing of curriculum, feedback from all stakeholders, and community input.
2. Be inclusive and reaching target key potential partners within our region (adult education providers, correctional facilities, organizations that work with people

with disabilities, career/technical education providers, and employment agencies).

3. Establish a clear, consistent message which includes the key components of the AB 86 Desert Consortium's mission and goals.
4. Create a strategic networking and outreach plan which will include the creation of a website, information sessions, etc. that inform the region of upcoming meetings, meeting agendas, minutes, etc.
5. Recognize that open communication is vital among the members of the consortium to build trust, achieve objectives, and understand common motivation.

AB 86 DESERT CONSORTIUM ORGANIZATION

