

14 Desert Regional Consortium (2025-28) DRAFT

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:

14 Desert Regional Consortium

Address:

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

Website:

<https://desertregionalconsortium.org>

Funding Channel 2025-26:

Direct Funded

CAEP Funds 2025-26:

\$4,098,766

CAEP Funds 2024-25:

\$4,001,530

CAEP Funds 2023-24:

\$3,959,165



Consortium Contacts

Auto-populated

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

Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Coachella Valley Unified	Unified School District	Jereme Weischedel	(760) 398-6302
Desert CCD	District	Dean Papas	(760) 776-7371
Desert Sands Unified	Unified School District	Larry Bellanich	(760) 771-8612
Palm Springs Unified	Unified School District	Dr. Deanna Keuilian Ed.D	(760) 883-2703
Riverside Co. Office of Education	County Office of Education (COE)	Julie Carter	(951) 826-6453

Executive Summary

Executive Summary *

“The California Adult Education Program (CAEP) envisions the transformation of programs and services to prepare adult learners to be educationally and economically successful in the state's diverse regional economies.” The Desert Regional Consortium (DRC) embraces this vision. The Desert Regional Consortium Board members represent adult education institutions from throughout the Coachella Valley and bring a deep understanding of the diverse population they serve. The driving principles since the creation of the DRC was to expand access to English as a Second Language (ESL), High School Diploma (HSD), High School Equivalency (HSE), Adult Basic Education (ABE), and Citizenship (CIT) programs have been successful. These classes, including Spanish or dual-language options, serve the most basic underlying academic and linguistic needs of the region. Due to the pandemic, remote and hybrid formats were created to meet the needs of the adults of the Coachella Valley. These remote and hybrid formats continued after the end of the pandemic to date. The regional framework, along with the intent to share resources across historical boundaries, continues to allow the DRC to expand and adapt programming based on equity, current and future needs, as opposed to specific institutional budget priorities and limitations. The DRC partners with the Workforce Development to establish a dynamic, employer-driven ecosystem that proactively prepares the future workforce for sustainable employment by researching, piloting, and scaling innovative programs and services that address the evolving skill needs of industries and occupations critical to climate and environmental sustainability, automation and artificial intelligence.

Desert Regional Consortium Members:

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

Coachella Valley Adult School (CVAS) and College of the Desert (COD) are the region’s largest providers of adult education programs and services. While CVAS focuses on serving adult learners in the Coachella Valley and southern parts of the region, COD serves adult learners throughout the entire region. DSUSD and PSUSD are K-12 districts that partner with CVAS and COD, respectively, to provide satellite adult education programs within those districts, but currently do not offer stand-alone adult education programs. The innovative resource sharing partnership between local school districts and their respective AE partners has been recognized by CAEP as a “Practice with Promise” and the partnership between CVAS and DSUSD is highlighted on the CAEP website. RCOE serves all Riverside County and is a member of two additional CAEP consortia: the Southwest Consortium and the Riverside Consortium. Within the DRC, RCOE members represent both Desert Edge in the Indio Jail, Indio Day Reporting Center, and the School of Career Education in Indio.

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

CVAS students are interested in improving their basic skills, achieving a high School Diploma/GED, learning English.

COD students are interested in basic skills, as well as entering college or training programs.

All RCOE SCE students are interested in obtaining employment, industry certification and higher learning.

Desert Edge students’ goals vary, but include obtaining a GED/HSD, improving basic skills, and getting a job.

All Desert Regional Consortium members unanimously approved the previous DRC Three-Year Plan and will approve the current Three-Year Plan, which contains various ongoing/new programs, as well as pilots to be implemented. CAEP funds are allocated for administering existing/new school sites, purchasing required administrative reporting software/hardware, staffing, maintaining faculty, providing counseling, professional development, marketing,

upgrading/replacing equipment, as well as updating technology equipment on a timely basis. The DRC annual plans reevaluate and focus on specifics of the Three-Year plan to be accomplished or updated. As the DRC proceeds, additional adjustments and funding will be made to our new Three-Year Plan to deal with unplanned changes via the CFAD and DRC Annual Plan. WIOA members use funds to supplement current programs. Other non CAEP funds also supplement current CAEP programs. The DRC is fully committed to completing the objectives stated in the DRC Three-Year Plan.

Assessment

Overview and Preparation *

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

Utilizing the CAEP Three-Year Plan 2022-2025 Infographic as a timeline guide for compare and contrast in 2025, the DRC conducted the CAEP Consortium Program Quality Self-Assessment tool with members and partners reviewing, and reporting on each assessment category. Consortium members and Partners were able to provide input at all collaborative committee meetings and describe monthly progress of programs at roundtable discussions. Members and partners also provided narratives to finally achieve consensus for all sections of the Three-Year Plan.

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

- U.S. Census Data, specific to the Coachella Valley
- Inland Empire/Desert Regional Career Education Programs, Pathways & Employers Report
- Labor Market Data - Center of Excellence for Labor Market Research
- Desert Regional Consortium Needs Assessment - Research Development Associates
- TOPSPro/CASAS Testing Data
- TOPSPro Enrollment by Program Area
- California Employment Development Department
- Coachella Valley Economic Partnership (CVEP)
- Agency attendance records
- Labor Market surveys from Workforce Investment Board
- Employment and Earnings Reports
- Barriers to Employment Survey results
- Quarterly and past years review of agency Data Integrity Reports

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ Community Partner Organization representatives
- ✓ County Office of Education representatives
- ✓ K12 School District representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ CAEP consortium Fact Sheet
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Regional plans
- ✓ Data gathering/student needs assessment

Data Collection Process - Further Context *

The DRC used individual member WASC reports, as they have valuable demographic information, as well as student data. Data Vista was not used as a data source as the pre-populated data was found to be incorrect, nor was the AE pipeline as it is no longer supported via a Data Vista Webinar. The DRC conformed Data Integrity Reports with CASAS to verify correct data for the Metric Section of this plan and informed TAP of the consortium decision to use TOPSPro data.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Indio Workforce Development	Workforce Development Board
California Department of Real Estate	Other
California Reentry Initiative	Community Organization
California Indian Nations College	Other
CALWorks/GAIN	Community Organization
City of Coachella (Library)	Community Organization
Coachella Valley Rescue Mission	Community Organization
College of the Desert (Edge)	Community Organization
College of the Desert (PACE)	Community Organization
County of Riverside TAP	Community Organization
CA Department of Rehabilitation	Community Organization
Ed2Go	Other
J.W. Marriott Desert Springs Resort	Business
Mexican Consulate	Other
Mecca Farmworker Service Center	Community Organization
Pearson Vue	Business
Riverside County DPSS	Community Organization
Riverside County Workforce Development Board	Workforce Development Board
Riverside County Probation Department	Community Organization
Riverside County Sheriff Department	Community Organization
Tribal TANF	Community Organization

Partner Organization Name	Partner Organization Type
US Cal Fresh	Community Organization

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
- ✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- ✓ California Strong Workforce Program (SWP) Plans
- ✓ K12 Strong Workforce Program (SWP) Plans
- ✓ Accreditation Institutional Self-Studies (i.e., WASC, COE)

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Identifying emerging industries for development of CTE programming aligned with regional needs
- ✓ Increasing access to and awareness of services
- ✓ Pooling resources to streamline service provision across providers
- ✓ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs
- ✓ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs
- ✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

Alignment with Other Education and Workforce Plans *

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

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

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

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

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

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

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

The RCWDB accomplish these tasks through America's Job Centers of California better known as the Riverside County Workforce Development Centers (WDCs). The WDCs are the hub of the county-wide service delivery vehicle for workforce, education and business services. The WDC's provide services to adults and dislocated workers 18years of age and older such as orientation,

resources, information, WIOA eligibility and intake, Career Resource Centers, individualized assessment, Career counseling and job readiness, supportive services, vocational training, and on-the-job training. Similar services are offered to youth ages 16-24 at WIOA funded Youth centers. Employer services include, but are not limited to, recruitments, job fairs, on the job training, lay-off aversion, and Rapid Response. AJCC's coordinate services with partner agencies.

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

The RCWDB's current local mission is Collaborating to create infinite opportunities and lasting prosperity for individuals and employers of Riverside County through an all-inclusive access point to:

- Foster demand-driven skill attainment
- Promote upward mobility for all Californians
- Align, coordinate and integrate programs and services
- Connect customers to employment pathways

To ensure the Riverside County America's Job Center of California (AJCC) System works toward achieving equity by prioritizing the shared target populations of emphasis to advance Regional Indicators #1 and #2.

- Supporting existing programs tailored for the target populations such as Prison 2 Employment and Sustainable EmployAbility
- Developing new programs for the target populations such as the Veterans Workforce Initiative
- Researching and implementing new approaches for serving all shared target populations of emphasis

To establish a skills-based talent ecosystem in Riverside County by advocating for and implementing skills-based hiring practices across all sectors, prioritizing skills, and capabilities to include traditional credentials, expanding access to college credit for prior learning, and fostering partnerships that create equitable pathways to upward mobility for all, especially vulnerable populations.

- Empower AJCC partners with training and resources on skills-based assessments and job matching.
- Advocate for policies and programs that grant college credit for prior learning.
- Promote hands-on learning, apprenticeships, and other experiential education opportunities.
- Foster collaboration between employers, educators, workforce agencies, and community organizations.

To champion job quality among the county's employers by fostering a robust continuum of services that cultivates clear career pathways, guiding youth and adults to securement of family sustaining jobs.

- Gather research about the return-on-investment for improving job quality
- Offer employers research, training, and consultation on job quality
- Prioritize on-the-job training (OJT) and other incentives for employers with higher job quality

Evaluate the Educational Needs of Adults in the Region *

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

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

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

Identified 93,880 adults at near poverty or less.

Identified 31,741 unemployed adults.

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

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

Identified 27% adults with no high school diploma.

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

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

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

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

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

Please identify the categories of needs of your region.

- ✓ Access for underserved populations
- ✓ Access to technology
- ✓ Address broad needs of diverse populations served
- ✓ Alignment of education and workforce needs
- ✓ Basic skills attainment
- ✓ English language needs
- ✓ Improving accessibility of programming
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Labor shortages
- ✓ Lack of transportation
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Rebuilding programs to pre-pandemic levels
- ✓ Rural geographic needs
- ✓ Short term CTE training
- ✓ Strengthening partnerships

Needs - Further Context (optional)

In addition to educational attainment, several other important regional trends emerged from the 2015 U.S. Census Bureau American Community Survey Estimates:

- The majority (79%) of residents in the CVUSD region speak Spanish, while the majority of residents of the DSUSD (62%) and PSUSD (60%) regions speak English.
- Residents of the CVUSD area age 20 years and older consistently have higher unemployment rates than any other region.
- More than half of households in the CVUSD (61%) and PSUSD (57%) areas make less than \$50,000 per year.
- About 63% of households in the DSUSD area make \$50,000 or more.

2020 Census data show households median income in the Coachella area make approximately \$23,600 and households in the Desert Hot Springs area make approximately \$33,046. Coachella is in the Eastern Coachella Valley and Desert Hot Spring is in the Western Coachella Valley.

Indio household median income is approximately \$53,669. Palm Springs household median income is approximately \$59,977. La Quinta Household Median Income is approximately \$77,839.

As per CVEP data:

Median home price is \$570,000 significantly lower than costal cities, but still a substantial investment.

Rent: \$2,200 for a 3-bedroom home.

Cost of Living Index: The cost of living index in Coachella is 8% higher than the national average.

Utilities: Energy bills can be high, especially during the summer months. Potential costs range from \$200 to \$400 per month.

Groceries: 17% than the national average.

Transportation: 12% more than the national average.

Healthcare: 4% lower than the national average.

Riverside County's unemployment rate dropped slightly in February 2025, according to figures released on Friday, March 21, 2025 by the California Employment Development Department (EDD). Based on early EDD estimates, the countywide jobless rate in February was 5.2%, compared to 5.3% in January. This February 2025 rate was four-tenths of a percentage point below February.

Riverside County's unemployment rate dropped slightly last month, according to figures released on Friday by the California Employment Development Department (EDD).

Based on early EDD estimates, the countywide jobless rate in February was 5.2%, compared to 5.3% in January.

This February 2025 rate was four-tenths of a percentage point below February last year, when countywide unemployment stood at 5.6%.

EDD posted the data outside of the usual schedule due to an annual statistical revision process done in concert with the U.S. Department of Labor known as "benchmarking," which is intended to improve accuracy of results.

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity
- ✓ Labor market issues (e.g., teacher shortages, etc.)
- ✓ Internet access challenges
- ✓ Staff turnover and burnout
- ✓ Diverse regional needs
- ✓ Regional infrastructure needs

Challenges - Further Context (optional)

The unemployment rate in the Riverside-San Bernardino-Ontario MSA was 5.3 percent in January 2025, up from a revised 4.9 percent in December 2024, and above the year-ago estimate of 5.1 percent. This compares with an unadjusted unemployment rate of 5.5 percent for California and 4.4 percent for the nation during the same period. The unemployment rate was 5.3 percent in Riverside County, and 5.2 percent in San Bernardino County.

- All sectors declined over the month of January 2025 except for mining and logging and government which remained unchanged. Trade, transportation, and utilities lost the most jobs over the month, losing 23,400 jobs. Majority of the job losses registered in transportation, warehousing, and utilities (down 15,300) with all the decline reported in transportation and warehousing (down 15,300). Retail trade lost 7,100 jobs and wholesale trade lost 1,000 jobs over the month completing the overall sectoral decline.
- Construction declined by 4,700 jobs. Specialty trade contractors lost the most within the sector (down 3,700), followed by construction of buildings (down 500) and heavy and civil engineering construction (down 500).

- Professional and business services lost 4,200 jobs. Most of the job loss registered in administrative and support and waste management and remediation services (down 4,200), followed by a decline in management of companies and enterprises (down 100). Professional, scientific, and technical services (up 100) offset the sectoral decrease.

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Residents of underserved rural areas
- ✓ Incarcerated individuals or those who have been previously incarcerated
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Veterans
- ✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Dean Papas	Administrator	Participated in planning meetings
Larry Bellanich	Administrator	Designed proposed strategies
Jereme Weischedel	Principal	Designed proposed strategies
Deanna Keuilian	Administrator	Participated in planning meetings
Trisha Jenkins	Principal	Provided data
Arthur Kimball	Principal	Designed proposed strategies
Guillermo Mendoza	Administrator	Provided data
Yvonne Viallobos	Administrator	Provided data
Leticia Garcia	Literacy Assistant Coordinator, Riverside County Library System	Provided data
Leslie Wells	Administrator	Provided data
Ana Morales	DSUSD Counselor	Participated in planning meetings
Susan Miller	DRC Secretary	Participated in planning meetings
Leslie Wells	Administrator	Participated in planning meetings
Yvonne Terrones	DSUSD Counselor	Participated in planning meetings
Michael Duran	PSUSD Counselor	Participated in planning meetings

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Coachella Valley Unified	Member Representative	0	1,511	0	0	122	1,289	0	0	0	2
*Desert CCD	Member Representative	0	434	0	0	0	1,763	0	0	0	2
*Desert Sands Unified	Member Representative	0	293	0	0	2	244	0	0	0	
*Palm Springs Unified	Member Representative	0	135	0	0	1	513	0	0	0	
*Riverside Co. Office of Education	Member Representative	0	110	0	0	86	0	0	0	42	
Total Participants		0	2483	0	0	211	3809	0	0	42	6

* Consortium Member required to input number of Participants

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

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

- ✓ Agriculture
- ✓ Business
- ✓ Construction
- ✓ Education
- ✓ Financial management
- ✓ Fire safety
- ✓ Healthcare
- ✓ Hospitality/Food services
- ✓ Retail
- ✓ Technology
- ✓ Transportation

Industries Served - Further Context (optional)

Not Entered

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

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

The In-Demand industries in Riverside County are:

Construction

Transportation and Warehousing

Healthcare and Social Assistance

Manufacturing

Retail Trade

Administrative Support and Waste Remediation Services

Other Services, Excluding Public Administration

Crop Production (Eastern County)

Traveler Accommodation (Eastern County)

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

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

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

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- Low Literacy (155AE)

× **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

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

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

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

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

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	5,452	5,800		7,010	7,080	7,151
Student Barriers	Low Literacy (155AE)	4,750	4,948		5,048	5,098	5,149

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	2,087	2,205		3,685	3,722	3,759

* Mandatory for all members

Desert CCD (Reported by Desert)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	2,694	2,602		2,025	2,045	2,066

* Mandatory for all members

Desert Sands Unified (Reported by Desert Sands Adult School)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	258	319		606	612	618

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	208	390		515	520	525

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	58	106		179	181	183

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Coachella Valley Unified	100%	100%	48%	100%	100%	100%
Desert CCD	100%	100%	28%	100%	100%	100%
Desert Sands Unified	100%	100%	37%	100%	100%	100%
Palm Springs Unified	100%	100%	54%	100%	100%	100%
Riverside Co. Office of Education	100%	100%	62%	100%	100%	100%

Objectives

Objective #1: Address Educational Needs

Strategies *

The DRC continues to make great progress in developing resource-sharing agreements between specific members to expand the regional AE system. The consortium has benefited from examining additional strategies such as developing a shared process to develop articulated curricula and share resources for students across different agencies. Increased coordination of counselors has resulted in an exchange of best practices that has benefitted the consortium as a whole and has contributed to a more consistent student experience. While the DRC has moved toward collaboration as it has expanded the geographical reach of programs, it is still working to reconcile historical or traditional boundaries between providers with current and future capacity needs. In the past, organizational red tape and system misalignment among DRC members has hindered program and service coordination. This contributed to inefficiencies such as duplication of administrative efforts and transition barriers for students. The move to a more fully integrated, regional AE system has eliminated previous gaps in service areas. Regional unemployment data and community input is examined on a quarterly basis to ensure classes are placed in the locations of most need targeting adults with high unemployment, poor English skills, and adults with no high school diplomas.

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

Since the completion of the previous Three-Year Plan, the School of Career Education primary focus remains on delivering high-quality post-secondary Career Technical Education (CTE) training to support workforce development in our community.

SCE will continue to allocate CAEP funds strategically to enhance student access and success. This includes providing tuition assistance to reduce financial barriers and ensuring adequate staffing to support program sustainability and growth. Additionally, SCE will maintain alignment with industry needs, student outcomes, and regional workforce demands.

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

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data

- ✓ Quarterly reviews of student data
- ✓ Data visualization tools and dashboards

2. Providing Professional Development

- ✓ Attendance for education providers at workshops, webinars, and conferences
- ✓ Training in technology and student tracking

3. Identifying Best Practices

- ✓ Alignment of practices and procedures across the consortium
- ✓ Creating SMART goals

4. Offering Flexible Courses and Services

- ✓ Hybrid and hyflex delivery to meet students where they are
- ✓ Virtual and in-person tutoring and support centers

Not Entered

Additional Context (optional)

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

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

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

Objective #3: Improve Effectiveness of Services**Select the programmatic strategies that your consortium is using to improve effectiveness of services:**

- ✓ Develop or Improve Professional Development Activities
- ✓ Develop or Improve Pathways/Maps for Students
- ✓ Develop or Improve Community Partnerships
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Develop or Improve Distance Learning Capabilities (flexible schedule)
- ✓ Develop or Improve ESL Instruction
- ✓ Close Gaps in Services
- ✓ Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- ✓ Develop or Improve Wraparound Services for Students and Families
- ✓ Develop or Improve Dual Enrollment or Onramp to Community College
- ✓ Utilize Guest Speakers
- ✓ Develop or Improve GED Programs
- ✓ Develop or Improve Basic Skills Education Programs
- ✓ Work with Students in the Justice System

Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Identify Industry and Workforce Needs Courses
- ✓ Better Use of Data and Analytics to Evaluate Services
- ✓ Increase Staff Training and Development

- ✓ Enhance Marketing and Messaging Efforts
- ✓ Enhance Student Completion
- ✓ Enhance Student Recruiting
- ✓ Enhance Student Retention
- ✓ Rebuild Staff/Programs post-Pandemic
- ✓ Better Use of Data Analytics to Prioritize Services
- ✓ Conduct Exit Surveys

Not Entered

Additional Context (optional)

Not Entered

Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name *

Address Educational Needs

Brief Description of Activity and Significance of Activity to Outcome *

The Desert Regional Consortium (DRC) remains committed to addressing the educational needs of adults throughout the Coachella Valley. Building on previous efforts, DRC members will continue to leverage multiple funding streams, including WIOA, CAEP, and other federal, state, and private grants, to close gaps in services and expand programming. Partnerships with community-based organizations, nonprofits, and local employers will be strengthened to support innovative adult education pathways, including work-based learning and apprenticeship opportunities.

The DRC serves predominantly Hispanic, low-income, and multilingual communities, particularly in the eastern and western regions of the valley. Many of these communities face persistent challenges such as limited English proficiency, poverty, low educational attainment, and high unemployment. Recognizing the transient nature of many residents, DRC members will implement strategies to enhance outreach, maintain accurate student contact information, and provide flexible learning options to ensure access and continuity.

Recruitment, hiring, and retention of highly qualified ESL, High School Diploma, High School Equivalency, and Career Technical Education (CTE) instructors remain a priority, particularly in high-need areas. The DRC will continue quarterly reviews of demographic, workforce, and labor market data to align course offerings with evolving academic and workforce needs. Programs will be strategically placed to maximize student success in both educational advancement and career preparation.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

By May 2026, The Desert Regional Consortium will increase the number of students who complete a CASAS Listening Test by 30% compared to the number of students who completed the test during the 2024–2025 school year, as reported in the April 2025 CASAS TOPSpro Enterprise Listening Test Report.

Intermediate Outcomes (1-3 Years) *

- Provide a minimum of two targeted professional development sessions for ESL and High School Equivalency instructors focused on effectively implementing the Gradual Release of Responsibility (GRR) teaching model to enhance instructional delivery and student independence.
- Strengthen and formalize partnerships with local businesses, workforce agencies, and community organizations to provide additional work-based learning and support services.

Long-Term Outcomes (3-5 Years) *

- Decrease the number of enrolled students with zero hours of instruction by 4% as compared to the number of students with zero hours of instruction reported in April 2-24 NRS Data Integrity Report.
- Sustain ongoing alignment between program offerings and workforce needs through continuous quarterly labor market analysis.

Adult Education Metrics and Student Barriers

- Student Barriers: Low Literacy (155AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Dean Papas	Desert CCD	06/30/2028
Larry Bellanich	Desert Sands Unified	06/30/2028
Jereme Weischedel	Coachella Valley Unified	06/30/2028
Deanna Keuilian	Palm Springs Unified	06/30/2028
Art Kimball	Riverside Co. Office of Education	06/30/2028
Trisha Jenkins	Riverside Co. Office of Education	06/30/2028

Activity Name *

Development and Expansion of Targeted Programs

Brief Description of Activity and Significance of Activity to Outcome *

The Desert Regional Consortium (DRC) will develop and expand targeted ESL, High School Diploma, High School Equivalency, and short-term Career Technical Education (CTE) programs in underserved regions of the Coachella Valley. The activity focuses on increasing equitable access for low-income, Hispanic, migrant, and English Learner adult populations by offering classes in flexible formats (in-person, hybrid, and online) and leveraging community partnerships for recruitment, instruction, and support services. Emphasis will be placed on aligning new courses with current labor market demands and regional workforce priorities.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Pilot a new evening ESL or High School Diploma/Equivalency in at least one new community site.

- The Desert Regional Consortium will decrease by 4% the number of students with no valid CASAS port-test, as identified in Item 9 of the Data Integrity Report (Valid Pre-Test with no valid Post-Test), as compared to the number reported on the April 2025 Data Integrity Report.

Intermediate Outcomes (1-3 Years) *

malize at least one new partnership with local employers or community organizations to support adult education pathways, including internships or apprenticeships.

Long-Term Outcomes (3-5 Years) *

- Increase by 4% the number of students who persist in class long enough to complete a CASAS pre and post-test as identified by TE data reports.
- Maintain ongoing community needs assessments every 3 to 5 years to ensure program offerings are remain responsive and aligned to regional workforce and educational needs.

Adult Education Metrics and Student Barriers

- Student Barriers: Low Literacy (155AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Dean Papas	Desert CCD	06/30/2028
Larry Bellanich	Desert Sands Unified	06/30/2028
Jereme Weischedel	Coachella Valley Unified	06/30/2028
Deanna Keuilian	Palm Springs Unified	06/30/2028
Art Kimball	Riverside Co. Office of Education	06/30/2028
Trisha Jenkins	Riverside Co. Office of Education	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name *

Improve Integration of Services & Transitions

Brief Description of Activity and Significance of Activity to Outcome *

Students who choose not to continue their formal education after high school are often unaware of the resources available through the Workforce (WF) system to support employment and short-term training opportunities. To address this gap, we propose integrating WF system information into one of the required senior courses. Additionally, for students identified at the end of the school year as not planning to continue their education, schools could offer targeted workforce sessions.

To further support access, direct links to Adult Education (AE) programs and Career Resource Workforce computers would be established, making it easier for students to connect with services.

In the 2024–25 school year, Coachella Valley Adult School (CVAS) launched an exciting new partnership with the California State University, San Bernardino (CSUSB) TRIO Educational Opportunity Center (EOC) program. Through this collaboration, a dedicated EOC counselor is now based on the CVAS campus to provide direct support to CVAS students. The counselor assists students who are 18 years or older in pursuing higher education opportunities or completing their High School Diploma or GED. Services include guidance in exploring, applying to, and enrolling in certificate programs, trade and vocational schools, two-year associate

degree programs, and four-year bachelor degree programs. In addition, the EOC counselor supports students with the financial aid process, helping them apply for state and federal grants (such as Cal Grants and Pell Grants), scholarships, educational loans, and Federal Work Study programs. This partnership strengthens the pathways available to adult learners and enhances their ability to achieve their educational and career goals.

Desert Sands Unified School District developed and launched a job skills training program designed to help adults in the community prepare for immediate employment in high-need sectors, based on local school district workforce needs. Initial offerings included specialized training for custodial and nutrition services positions. The program also provided essential job-readiness activities such as completing job applications, developing resumes and cover letters, securing references, and participating in mock interviews to ensure a smooth transition into the workforce.

The Riverside County Library System Literacy Services program also plays a critical role in supporting adult learners. This program serves individuals aged 16 and older who are not enrolled in public school. Its goals focus on empowering learners across four life areas: as individuals, workers, family members, and community participants. Through assessments and the “Roles and Goals” framework, Literacy Services identifies tailored support strategies for each learner.

The Literacy Services program has a three-year goal to expand its visibility and reach in the eastern Coachella Valley. The objective is to increase enrollment by 20 learners per year, achieving a total increase of 60 new learners. Targeted communities include North Shore, Mecca, Coachella, Thermal, and Indio.

To further enhance the transition of adult learners into college pathways, the Desert Regional Consortium (DRC) has fostered an innovative regional partnership with the City of Coachella, Coachella Valley Adult School, and College of the Desert (COD). This partnership has resulted in a guaranteed two-year General Education (GE) course schedule offered at the Coachella Library. Upon completion, students earn a Certificate of Achievement and fulfill the GE requirements necessary to transfer to University of California (UC), California State University (CSU), and other four-year institutions.

To support this transition, College of the Desert has launched a dedicated web portal designed to guide Adult School students through the application process. In addition, DRC Consortium members are coordinating efforts to embed transition counselors within their agencies to help adults navigate higher education and career pathways. This collaboration aims to create a more seamless and supportive system for students pursuing post-secondary goals.

Finally, to accelerate the workforce integration of English as a Second Language (ESL) students, the Desert Regional Consortium has begun developing short-term Integration of Education and Training (IET) programs. These programs allow English Language Learners (ELLs) to co-enroll in Career Technical Education (CTE) courses alongside ESL instruction, enabling students to obtain industry-recognized certificates at an accelerated pace.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- By the end of the 2025–26 school year, ensure that Workforce (WF) system information is embedded into counselor exit interviews .
- Publicize and actively promote the EOC counselor services on the CVAS campus to increase student participation.
- Publicize and actively promote the IET (Integration of Education and Training) services on the CVAS campus to increase student participation.

Intermediate Outcomes (1-3 Years) *

- Increase the number of students accessing EOC counseling by 5% by the end of the 2026–27 school year.
- Establish and maintain direct links between Adult Education (AE) programs and Workforce resources to make it easier for students to navigate their career or college pathways.
- Partner with local agencies like Riverside County Work Force Development Center to provide additional workforce preparation support (e.g., resume building, interview coaching).

Long-Term Outcomes (3-5 Years) *

- Develop a seamless, collaborative system among Adult Education, Workforce programs, local colleges, and community organizations to support student transitions into employment, certifications, or degree programs.
- Increase the number of adult students who successfully transition into either the workforce or postsecondary education by at least 5% across the Desert Regional Consortium by 2028.
- Expand short-term IET (Integration of Education and Training) programs access to more English Language Learners (ELLs) and adult learners to rapidly enter high-need job fields with industry-recognized credentials.

Adult Education Metrics and Student Barriers

- Student Barriers: Low Literacy (155AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Dean Papas	Desert CCD	06/30/2028
Larry Bellanich	Desert Sands Unified	06/30/2028
Jereme Weischedel	Coachella Valley Unified	06/30/2028
Deanna Keuilian	Palm Springs Unified	06/30/2028
Art Kimball	Riverside Co. Office of Education	06/30/2028
Trisha Jenkins	Riverside Co. Office of Education	06/30/2028

Activity Name *

Create Seamless Transitions

Brief Description of Activity and Significance of Activity to Outcome *

1. Implement a multi-phase Workforce Transition Strategy that includes the creation and distribution of a Workforce Resource Guidebook, delivery of “Lunch & Learn” workforce sessions, establishment of Career Resource Help Desks, and formation of Cross-Agency Transition Teams to guide adult learners through workforce and postsecondary pathways.

2. Lead Agencies and Individuals:

- Coachella Valley Adult School (CVAS): Coordination, distribution of materials, hosting of sessions.
- CSUSB TRIO EOC Program: On-site counselor providing student support and guidance.
- Desert Sands Unified School District: Workforce training partnerships and career readiness programming.
- Riverside County Library System Literacy Services: Learner assessment and individualized planning.
- Desert Regional Consortium (DRC): Oversight and regional coordination.
- Workforce Development Boards & Local Employers: Career pathway guidance, job placement, and mock interviews.

3. Key Deliverables:

- A Workforce Resource Guidebook (digital/print) outlining workforce services, training programs, AE programs, financial aid, and IET pathways.
- “Lunch & Learn” sessions connecting students with EOC counselors, Workforce reps, and job training providers.
- Career Resource Help Desks staffed weekly by AE and workforce reps to offer drop-in support.
- Cross-Agency Transition Teams that meet quarterly to review referral processes, align services, and monitor student transitions.

4. Contribution to CAEP Objectives:

- Seamless Transitions: Builds clear pathways between high school completion, workforce training, and postsecondary education.
- Student Acceleration: IET programs and short-term certifications provide fast-tracked options to employment.
- Student Success: Students receive targeted support in academic advising, job readiness, and financial aid—leading to better completion and employment outcomes.

6. Connection to Student Barriers and Adult Education Metrics:

This strategy directly addresses key student barriers such as lack of awareness of workforce services, limited access to job training, and financial and logistical challenges in continuing education. By offering on-site counseling, simplified resources, real-time guidance, and direct access to employment services, this initiative improves performance in the following CAEP Adult Education Metrics:

- Transition to Postsecondary Education or Training
- Completion of High School Diploma/HSE
- Employment Status After Exit
- Attainment of Postsecondary Credentials

Services to Underserved/High-Need Populations

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Create a Workforce Resource Guidebook

- A printed and digital handbook summarizing Work Force system services, EOC help, AE programs, financial aid basics, and IET options.
- Distribute it during student check-out, counselor exit interviews, and orientations.

1. Offer “Lunch & Learn” Workforce Sessions

- Host short 30–45 minute lunch sessions where students hear from EOC and Workforce reps about career and training options.

Intermediate Outcomes (1-3 Years) *

Set Up a Career Resource “Help Desk” at CVAS

- Staffed weekly by rotating Workforce, AE, or EOC representatives — students can drop in for quick help on resumes, applications, or college questions.

Long-Term Outcomes (3-5 Years) *

Create Cross-Agency Transition Teams

- Form small working groups made up of counselors, workforce partners, college reps, and AE staff.

Adult Education Metrics and Student Barriers

- Student Barriers: Low Literacy (155AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Dean Papas	Desert CCD	06/30/2028
Larry Bellanich	Desert Sands Unified	06/30/2028
Jereme Weischedel	Coachella Valley Unified	06/30/2028
Deanna Keuilian	Palm Springs Unified	06/30/2028
Art Kimball	Riverside Co. Office of Education	06/30/2028
Trisha Jenkins	Riverside Co. Office of Education	06/30/2028

Objective #3: Improve Effectiveness of Services

Activity Name *

Enhancing Learner Outcomes

Brief Description of Activity and Significance of Activity to Outcome *

The DRC has made great progress in developing resource-sharing agreements between specific members to expand the regional AE system since becoming a consortium. The consortium has benefited from examining additional strategies such as developing a shared process to develop articulated curricula and share resources for students across different agencies. Increased coordination of counselors has resulted in an exchange of best practices that has benefitted the consortium as a whole and has contributed to a more consistent student experience. While the DRC has moved toward collaboration as it has expanded the geographical reach of programs, it is still working to reconcile historical or traditional boundaries between providers with current and future capacity needs. In the past, organizational red tape and system misalignment among DRC members has hindered program and service coordination. This contributed to inefficiencies such as duplication of administrative efforts and transition barriers for students. The move to a more fully integrated, regional AE system has eliminated previous gaps in service areas. Regional unemployment data and community input is examined on a quarterly basis to ensure classes are placed in the locations of most need targeting adults with high unemployment, poor English skills, and adults with no high school diplomas.

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

The DRC will continue to engage in available Professional Development resources from CALPRO, OTAN, CAEP, and CASAS – both in-person, online (synchronous) and in hosting local events for the benefit of the entire consortium (i.e., localized workshops). Possible topics may include data-driven decision-making, practices, growth mindset practices, and raising awareness about the needs and motivations of adult learners.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should

include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Decrease the number of students with no valid CASAS pretest by 4% compared to the number of students with no valid CASAS pretest reported in the April 2024 NRS Data integrity report.

Intermediate Outcomes (1-3 Years) *

Ensure that 60% new enrollees complete a valid CASAS pretest within the first two weeks of enrollment by implementing a streamlined intake and testing process.

Long-Term Outcomes (3-5 Years) *

Establish a sustainable testing and tracking system that maintains a consistent reduction of at least 4% in students without a valid CASAS pretest each year, as reflected in future NRS Data Integrity Reports, beginning with the April 2025 report.

Adult Education Metrics and Student Barriers

- Student Barriers: Low Literacy (155AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Dean Papas	Desert CCD	06/30/2028
Larry Bellanich	Desert Sands Unified	06/30/2028
Jereme Weischedel	Coachella Valley Unified	06/30/2028
Deanna Keuilian	Palm Springs Unified	06/30/2028
Art Kimball	Riverside Co. Office of Education	06/30/2028
Trisha Jenkins	Riverside Co. Office of Education	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<u>Coachella Valley Unified</u>	\$2,835,577	Certified
<u>Desert CCD</u>	\$2,576,897	Certified
<u>Desert Sands Unified</u>	\$427,194	Certified
<u>Palm Springs Unified</u>	\$330,986	Certified
<u>Riverside Co. Office of Education</u>	\$1,435,984	Certified
Totals	\$7,606,638	5/5 Certified

Funds Evaluation *

If a DRC member has “excessive” member carryover percentage carryover, AB 1491 would require a consortium with carryover from one or more prior fiscal years exceeding 20% to submit a written expenditure plan, as specified, to the chancellor and the Superintendent, and would require the chancellor and the Superintendent to prescribe and assign technical assistance to that consortium to ensure that adequate adult education services are provided to the region in proportion to the region's available funding.

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

The DRC is committed to completing the objectives stated in the Three-Year Plan. As per the CAEP memo of February 26, 2020, all Desert Regional Consortium members are eligible for the COLA. The DRC is a Direct Funded Consortium. The DRC Administrative Expenses once approved by the DRC will be deducted from CVUSD allocation. Initially, COLA was used to pay for consortium administrative expenses and were added to CVUSD's yearly allocation. The total cost of Administrative Expenses will remain with CVUSD, but are not part of its base allocation. Coachella Valley Unified School District, as the Administrative unit, will pay Administrative Expenses as designated by the DRC. Continuing forward, the DRC will utilize the same format for distribution of funds to members.



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