

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 8:18 PM UTC Action Taskman

39 Palo Verde River Consortium

Plans & Goals - Consortium Approved

Executive Summary

Palo Verde River Consortium's vision is to serve the workforce training needs of adult learners residing within the Palo Verde College District service area. The mission is to provide adult education opportunities responsive to the employment needs of the communities of Blythe and Needles and the 100-mile remote area existing between the two cities, which includes two unified school districts, tribal entities, and several state prisons. For 2018-19, members of the Consortium will continue to fulfill their mission to improve adult education opportunities for the communities of Blythe and Needles, California according to the 3-year plan. Consortium resources continue to be leveraged to improve and expand education and workforce training opportunities for adults in these communities, as outlined in our 2015-2018 three-year plan. 2017-18 accomplishments and 2018-19 goals include the following: -Career planning: Implemented the Career Cruising on-line service that allows all students to identify and choose career pathways in both English and Spanish. -Bilingual GED preparation and testing: The dedicated effort resulted in a June 2017 celebration recognizing the successful passage of the GED by 22 students. -Career pathways: Continue to develop and pilot programs in agriculture, health, culinary arts, automotive and welding trades, and a parent education program to help parents improve student outcomes. Programs begin in Palo Verde Unified and Needles Unified school districts and transition to Palo Verde College. -Marketing and communication: Developed and implemented a consortium website, along with marketing outreach materials for education and job training programs. -Dashboard Accountability and Reporting: The SchoolGauge data system is being installed for the consortium and the college to provide real-time student progress and effectiveness of use of resources, as well as meeting the data reporting requirements of the AEBG and WIOA Title II. -Culinary Arts Program at the AVI Resort: Working with the Fort Mohave Indian Tribe (FMIT) and Palo Verde College, the consortium has forged a special partnership leading to joint planning activities for a culinary arts program for adults residing within the consortium. -WIOA Title II: The Consortium recently became a participant in the federal Workforce Innovations and Opportunity Act (WIOA) Title II program. This achievement provides funds for improving literacy and workforce skills while tracking student outcomes.

Regional Planning Overview

For 2017-18, Palo Verde River Consortium, composed of Palo Verde Community College, Needles Unified School District, and Palo Verde Unified School District, allocations and priorities remained consistent with the strategies that were identified in the initial three-year plan. These are within the overarching concept of workforce preparation through the alignment of career pathways from the Needles and Palo Verde Unified Districts to Palo Verde College, the sole adult education provider within the consortium, strengthening outreach, developing short-term CTE courses, improving literacy and basic skills, and preparing students for high school diplomas or equivalent. The consortium began the new three-year plan effort this past May. Members, partners and stakeholders gathered for an "off-campus" retreat that focused on status of existing programs, projected programs and new pilot programs. Additionally, we laid groundwork for a three year plan roadmap. Part of the groundwork involved creating visionary narratives (mission/vision) as well as a set of guiding principles that will establish both the tone and quality of projects for the next three years. We have scheduled a combination of topical conference calls, qualitative research, and in-depth interviews with staff, stakeholders, partners and students. Following the consensus on groundwork, we will reconvene in the form of a working retreat to draft a plan framework and topical narratives. Once we've reached consensus, we will create a first draft plan to be distributed to the "retreat" team for input and editing. The draft plan will ultimately evolve into a final plan that will be approved by the members and reviewed by the community.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The main challenges for the consortium are the 100-mile distance between Blythe and Needles and different demographics. Blythe is largely agricultural, and educational needs reflect its specialized workforce. Needles community is composed mostly of native speakers and members of tribal nations, where employment opportunities are driven by hospitality, recreation, and construction industries. Both communities provide K-12 instruction in their school districts who are also consortium members.

How do you know? What resources did you use to identify these gaps?

Gaps were easily identified through qualitative research (focus groups and in-depth interviews), census data, DOL data and input from the organized workforce communities.

How will you measure effectiveness / progress towards meeting this need?

Career Cruising, a bi-lingual trackable career portfolio, and SchoolGauge, that provides management data in real time, will provide macro and micro tracking and analytics. The Dashboard tracks student outcomes, attendance and certifications as required in AB104 identified assessments.

Gaps In Service

New Strategies

Strategy #1

EXPAND AND IMPROVE ESL CONTEXTUALIZED LEARNING: By introducing career counseling and assessment as part of intake strategies, ESL students will concurrently address both literacy and career pathways.

Strategy #2

EXPAND OR IDENTIFY CTE FACILITIES: Consortium surveys identified opportunities to benefit the Needles community by using existing Palo Verde College and Needles Unified School District facilities that needed to be completed or modified so CTE programs in welding, automotive, and building trades could be expanded.

Strategy #3

INCREASE GED PASSAGE: Consortium resources continue to be used to gain broader participation and success with the GED. This strategy includes passage in English or Spanish. Also, to support this GED priority, consortium resources are being used in the areas of staff support, marketing and advertising, instructional materials, and exam taking. To date, the initiation of this focused effort has yielded successful outcomes.

Strategy #4

DEVELOP PARTNERSHIPS WITH LOCAL TRIBAL ENTITIES: Consortium is partnering with the nearby Avi Resort to offer theory at PVC and practical training (at the resort) for the planned culinary arts program with limited consortium investment. An additional project in the planning stages is to expand this partnership to include a pathway for Needles High School students to obtain career certificates leading to gainful employment or work towards a college degree upon graduation from high school.

Seamless Transitions

New Strategies

Strategy #1

Dual/Concurrent Enrollment and Contextual Instruction: Adult students in non-credit and credit CTE programs will enhance their transitioning opportunities. This emphasis will have the dual effect of accelerating learning by providing a contextual

basis for the academic basics coupled with CTE instruction.

Strategy #2

SchoolGauge Dashboard: Coupled with Career Cruising, the SchoolGauge dashboard will provide programmatic information on students gaining employment, improving current employment, or transitioning into postsecondary education.

Student Acceleration

New Strategies

Strategy #1

Expand high school career pathways at Palo Verde and Needles Unified School Districts that lead to more advanced (possibly degree) programs at Palo Verde College. An additional approach will be to accelerate opportunities for rapid job placement by offering short term, more intensive classes, as well as boot-camp type certificate programs in the career and technical education disciplines.

Strategy #2

Expand the model used in supporting a concentrated effort for GED preparation and passage. This is a focused and concentrated approach supported with consortium funding and available to English and Spanish speakers.

Strategy #3

Use the SchoolGauge Dashboard to monitor student progress towards their end goals, including achieving a diploma or GED, completing a job training program, gaining employment, or improving wages. Also, continue to expand the use of the Career Cruising program so every adult education student has an identified career pathway leading to employment.

Professional Development

New Strategies

Strategy #1

We will continue to assess the consortium's recent professional development activities in the coming year and emphasize the importance of focusing on workforce development. Teaching and support staff will be asked to identify areas of interest in regards to the consortium that will provide guidance in designing additional professional development. Consortium members, instructors, and staff are encouraged to attend AEBG webinars, conferences and meetings throughout the year.

Strategy #2

Professional development is also a requirement for the implementation of WIOA Title II within the consortium. This specific training is ongoing, to meet the needs of the needs of the teachers, support staff, and individuals involved in collecting and reporting CASAS data.

Leveraging Resources

New Strategies

Strategy #1

As begun in 2016-17, and continuing into 2017-18, the consortium will continue to work on establishing an arrangement with the City of Needles, which is embarking on an initiative to establish itself as a plant science/agri-business center. This project will require training that leads to employment in those jobs related to the city's new initiatives. There are additional plans to partner with Needles Unified and Palo Verde Unified to establish agricultural pathways leading to gainful employment.

Strategy #2

The consortium continues to work towards leveraging available resources that lead to the completion of those programmatic and facility projects initiated in 2016-17 to reach operational levels. In Needles, the partnership between Palo Verde College and Needles Unified District, has made it possible to expand local opportunities, not previously available, to offer welding and automotive certificates and/or degree pathways for adult learners.

Strategy #3

Because of the geographic separation from other workforce investment areas, this consortium will focus on leveraging resources within the geographic parameters of its three districts, Palo Verde College, Palo Verde Unified, and Needles Unified, and participating partners, such as the FMIT, while incorporating the available WIOA II resources. Note that the two unified school districts are 100 miles apart, and in two separate counties, and serve different demographics.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The consortium began the three-year plan effort this past May. Members, partners and stakeholders gathered for an “off-campus” retreat that focused on status of existing programs, projected programs and new pilot programs. Additionally, we laid groundwork for a three year plan roadmap. Part of the groundwork involved creating visionary narratives (mission/vision) as well as a set of guiding principles that will establish both the tone and quality of projects for the next three years. We’ve scheduled a combination of topical conference calls, qualitative research, and in-depth interviews with staff, stakeholders, partners and students. Following the consensus on groundwork, we will reconvene in the form of a working retreat to draft a plan framework and topical narratives. Once we’ve reached consensus, we will create a first draft plan to be distributed to the “retreat” team for input and editing. The draft plan will ultimately evolve into a final plan that will be approved by the members and reviewed by the community.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Carry-over funds will be used to address improving and expanding existing data tools through professional development for staff and students; parent education partnership programs to benefit Palo Verde and Needles Unified parents in assisting their students to succeed; other projects designed to serve the communities of Blythe and Needles; and roadmap to developing 20-22-23 three-year plan. Data Tools: Current tools are student electronic career portfolio, Career Cruising, a tool that is bi-lingual, diagnostic, interest-oriented, analytic, user-friendly and trackable. Management tool evaluates programs in real time and displays most operations on a data dashboard. Satisfies both WIOA and community college reporting and analytic needs. Parent Education Partnership: A pilot partnership between Palo Verde Unified, Palo Verde College and the Consortium is in development under the direction of PVUSD’s superintendent, Palo Verde College, Dean of Instruction and AEBG leadership. In the fall, this program will present a series of lectures/experiences to PVUSD parents that will cover K-12 content, homework, technical support, attendance, and more. The pilot program, upon implementation, will be transferred to NUSD, to offer the same services to parents of students within the Needles school district service area, under the direction of the NUSD superintendent, Palo Verde College Dean of the Needles Center, and AEBG leadership. Roadmap to Three-Year Plan: Following the May consortium retreat, a series of conference calls, meetings, qualitative and quantitative research will lead to a second retreat that will develop a framework for the drafting of the plan. Drafts will be vetted with stakeholders and ultimately approved by consortium members.

Certification

Needles Unified School District, Member Representative

Mary McNeil
Lale Cilenti

Approved

2018-08-15

Palo Verde CCD, Member Representative

Lale Cilenti

Approved

2018-08-15

Palo Verde Unified School District, Member Representative

Lale Cilenti
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Approved

2018-08-15



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