

# 39 Palo Verde River Consortium: Certified

## Details

### Consortium Information

**Consortium Name:**

39 Palo Verde River Consortium

**Consortium Short Name:**

39 Palo Verde

**Address:**

1 College Drive | Blythe, CA | 92225

**Website:**

<http://www.theriverconsortium.org>

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

\$912,536

**CAEP Funds 2021-22:**

\$866,359

**CAEP Funds 2020-21:**

\$832,637



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## Consortium Contacts

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Fiscal Contact	Lale Cilenti	<a href="mailto:lale.cilenti@paloverde.edu">lale.cilenti@paloverde.edu</a>	Dean, Needles Center	(760) 326- 5033
Primary Contact	Alejandro Clark	<a href="mailto:alejandro.clark@paloverde.edu">alejandro.clark@paloverde.edu</a>	California Adult Education Program Project Coordinator	(760) 921- 5426

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Palo Verde CCD</a>	District	Ms. Lale Cilenti	(760) 326-5033
<a href="#">Needles Unified</a>	Unified School District	Dr. Mary McNeil	(760) 326-3891
<a href="#">Palo Verde Unified</a>	Unified School District	Tracie Kern	(760) 922-4164 ext: 1239

## Executive Summary

### Executive Summary \*

The Palo Verde River Consortium (PVRC) is located in southeast California and includes Member Districts in both Riverside and San Bernardino Counties. PVRC Members include Needles Unified School District, Palo Verde College, and Palo Verde Unified School District. The rural geography of Needles and Blythe present unique challenges and barriers to the Member Districts which is only compounded by the minimal attention paid by the Riverside County and San Bernardino Workforce Development Boards.

The overall objectives of this Three-Year Plan focus on: 1) establishing a strong foundational base of governance for the Consortium, 2) the establishment of approved programs which meet the diverse needs of adult learners in the communities served across all approved CAEP program areas, 3) an overall reduction of per-pupil-spending, and 4) a stronger alignment between labor market information (LMI) and CTE programs of study.

Participation in three-year planning involves two approaches. The first approach is quantitative and qualitative research with the following segments: students, teachers, staff, community and employers. Where appropriate, research was conducted in Spanish and English. The second approach is a review of various developmental iterations of each section of the plan by both a designated working group of members and/or their designees, and incorporation of a focus group conducted by WestEd in 2021.

Overall consortium need is in keeping with the letter and spirit of CAEP through AB104: expanding and improving the workforce and reducing the number of families living below the poverty line. The key focus of this plan is to establish a fully operational consortium and to effectively match education and training to regional workforce needs such as agriculture, cannabis, solar, railroads and hospitality. Additionally, the consortium remains visionary and will create pilots that match education and training to emerging careers such as drone technology, robotics, clean energy, irrigation and telehealth/informatics. The consortium remains hopeful that the Governor's health care sector funding will remain intact for ESL learners.

Consortium Member Districts are committed to restarting CASAS testing and data reporting by the K12 Members in TOPSPro Enterprise, as well as enrolling students in Palo Verde College programs of study, CASAS testing at the College, and data reporting through COMIS.

The final portion of the plan appropriately focuses on outcomes. By tracking enrollment, attendance, retention, completions, gains and certifications, the Consortium will be able to demonstrate that students are prepared for the workforce and/or further academic study. To achieve these goals, the Consortium has hired a new consultant.

## Assessment

### Overview and Preparation \*

Palo Verde River Consortium's overall assessment approach combines a mix of marketing research studies and events that include quantitative and qualitative activities in both English and Spanish. Where possible, assessment resources have been leveraged with Palo Verde College programs, WestEd, and community groups. The consortium's process involves analyzing government data, student enrollment, student outcomes, regional needs, regional barriers, economic development, and workforce trends. Further to process, where specific data was not available (for example the number of K-12 parents who could benefit from consortium-funded programs), extrapolation approaches provided answers to critical questions. Data sources and specifics that inform the overall approach are developed from the 2020 US Census, Ed Source K-12 district demographics, LaunchBoard/TopsPro, GED outcomes, Employment Development Department, Labor Market Information Division for San Bernardino and Riverside Counties.

Quantitative studies in the form of surveys were conducted with samples of current and former adult ESL and Career students. Other surveys were conducted as part of a series of events in the Mesa Verde and Blythe communities. Qualitative studies in the form of in-depth interviews (IDIs) and focus groups were conducted with PVC/consortium staff, employers, and elected officials in both Blythe and Needles, CA.

Although not driven by data sources specifically, the stark reality of needs attributed to and exposed by the pandemic informed further and created more intense focus on educating parents so that they can better assist in the education of their children. In the Blythe and Needles parent series, classes focused on improving attendance, parent-teacher communication, understanding the Chrome Book and study habits, to name a few. Lessons-learned from the pandemic continue to inform development of other pilot programs and processes that were conceived through experience rather than through specific data sources – thus the hybrid approach to education and training.

### Regional Alignment and Priorities \*

The River Consortium is committed to aligning all programs of study across all Member Districts to LMI data in order to best meet the needs of adults in the region. Palo Verde College currently offers the following services: The Student Success program assists all students by providing bi-lingual orientation, counseling, placement, tutoring, transportation, financial assistance, and food pantry services. The PVC Strong Workforce program, for credit and non-credit students, aligns with both Guided Pathways and adult education in the interest of creating career pathways that lead to employment or further education.

County workforce services that align with adult education are as follows: The Employment Development Department (EDD), as part of their co-location initiative, is housed on the Blythe campus of PVC. EDD services that range from benefits to job placement are available to all PVC students – credit, non-credit. Services are also available for residents of the Blythe community who are not PVC students. Americas Job Centers of California (AJCC) provide workforce counseling, training, and placement as well. Additionally, AJCCs have resources for licenses, tools, and uniforms that easily leverage with adult education programs. Other partners include TODEC Legal Services and Immigration Assistance, a national agency devoted to legal issues such as DACA work permits and safe work environments for farmworkers and other immigrants.

Sector strategies as defined and implemented through WIOA I are evolving in agriculture through alignments with the region's Progressive Farmers/UC (employers and managers) and United Farmworkers, (non-management workforce). Agriculture is the key industry in both Blythe and Needles. Cannabis careers will soon be included in the overall approach to regional sector strategies. Alternate energy, currently focused on solar, is a sector that is developing from basic solar installer programs to leveraging with NextEra and the Holt Engineering Group, programs involved in developing solar storage programs that are delivered in solar batteries. This sector approach includes working with solar associations and the IBEW. Allied Health, as a sector, because of increasing COVID-related needs, continues to expand. An allied health sector approach to workforce development is implied in the 2022-23 proposed state budget's inclusion of adult education funding for health career pathways. Ultimately this health sector approach will align adult education and the Palo Verde Health Care District. Other potential sector strategies involve workforce development that relates to prisons and hospitality.

### **Evaluate the Educational Needs of Adults in the Region \***

Data that inform workforce-related educational needs of adults in the regions, Blythe and Needles, comes from US Census, the California Employment Development Department (EDD), Labor Market Information Division, and EdSource school district demographics for Palo Verde Unified School District and Needles Unified School District.

It's important to note that overall EDD employment data applies to both Blythe and Needles through their respective counties, Riverside and San Bernardino. Census and school district data, on the other hand, are quite specific for each city – with very little overlap. Overall EDD County employment trends are positive for most segments, with dramatic increases in leisure and hospitality, personal service, retail, health, real estate, moderate increases in warehousing and trucking and surprising decreases in farm labor. Unemployment rates have dropped from a high of about 15% to the current 5%.

Significance of the EDD labor data for the consortium's adult education services would indicate further research on trends and projections along with immediate consideration of shifting resources to leisure and hospitality, real estate, and logistics. Health care trends are positive but not dramatic; existing resources should be leveraged with dedicated healthcare funds that could be available by July 1, 2022.

The overall population of the area is approximately 23,000 (Blythe: 18,317 – which includes ~5,000 inmates at state correctional facilities – and Needles: 4,959) with a breakdown of 67% male/33% female in Blythe, and 51% male/49% female in Needles. The region has 31% of the population without HS diploma or equivalency, representing 7,130 people. Hispanic residents make up 57% of the residents with 26% being white, 11% African American, and the remainder comprising American Indian, and Pacific Islander. Regional data shows that 43% speak a language other than English at home, suggesting a significant opportunity to expand ESL, Basic Skills, and Citizenship programs in the area. Of all households, 79% of have a computer and Internet access. Fifty-seven percent speak English and 40% speak Spanish at home. The current unemployment rate is 8% representing 1,800 residents. The poverty rate shows as many as 29% of the population live near or below the poverty line. Confirmation is derived from USD data which shows that 96% of Blythe students qualifying for free and reduced lunch and 75% of Needles students qualifying for free and reduced lunch.

In summary, the Blythe area needs more ESL, Basic Skills, and Secondary Skills/GED programs; the Needles area needs more Secondary Skills/GED. Both areas need more CTE programs that relate to identified job trends in the area.

### **Contributions by Entities \***

Members and staff May retreat focused on existing and proposed programs and pilots – revised annual plan

Progressive Farmers – series of meetings with director and members around programs that could be offered using leveraged consortium funds

Fort Mojave Indian Tribe/AVI Resort – series of meetings with tribal education liaison as well as site visit for meeting with Executive Chef, Food and Beverage Director, and General Manager

Mesa Verde Satellite Planning – site visits, staff meetings, Riverside County meetings, Utilities Co. meetings

Palo Verde staff, teachers, consortium leadership – operations focus group led by WestEd – focus on understanding adult education

Consortium-funded ESL and PVC CTE pupils – survey around Attitude, Awareness, and Usage as related to employment preparation, hiring, and promotions

Local Blythe employers – interviews related to employment preparation, hiring practices and promotions practices

Blythe elementary school principal – Meetings around opening satellite location at her school

Education Director for Blythe Seventh Day Adventist (SDA) church – meetings and focus group on opening satellite programs at church

Enrollment, data, PIP, three-year plan working group – meets bi-monthly

ELL Experts and Community – Discussion group on quality and quantity of ESL programs

Members – review of three-year plan drafts – soliciting input

## Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area									Par
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Needles Unified	Member Representative	0	0	0	0	0	0	0	0	0	
*Palo Verde CCD	Member Representative	86	85	111	0	0	0	76	0	0	
*Palo Verde Unified	Member Representative	0	0	0	0	0	0	0	0	0	
<b>Total Participants</b>		<b>86</b>	<b>85</b>	<b>111</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>76</b>	<b>0</b>	<b>0</b>	

\* Member Agency required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Chamber of Commerce	Business	×	×	×	×	×	×	×	✓	×
Fort Mojave (Indian Tribe)	Community Organization	✓	×	×	×	×	×	✓	×	×
Vocational Rehabilitation	Community Organization	×	×	×	×	✓	×	✓	✓	×
Chemehuevi Indian Tribe	Other	✓	×	×	×	×	×	✓	×	×
Employment Development Department	Community Organization	×	×	×	×	✓	×	✓	✓	×
Farmers Progressive	Industry	✓	×	✓	×	×	×	×	×	×

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

Current levels and types of education and workforce services for adults in the region are: In Blythe, including both credit and non-credit classes, programs and services that are available primarily at the Palo Verde College campus are: English as a Second Language, Basic and Secondary Skills, Citizenship, GED Preparation in English and Spanish, GED Testing, Parenting for pre-school and K-12 students, Basic Life Support, Certified Nursing Assistant, Licensed Vocational Nurse, Construction, Automotive, Solar Panel Installer. Related support services are available through Student Success, PVC Counseling, Strong Workforce and Employment Development Department.

In Needles available classes are Basic and Secondary Skills, GED Preparation, Parenting for K-12 students, Automotive and Welding. Demographic data for both Needles and Blythe indicate a need to increase enrollment in all existing areas by opening more classes in satellite sites that are easier to access than the Palo Verde College campus. Similar support services are offered remotely in Needles.

Location doesn't seem to be a barrier to increasing enrollment but improving marketing strategies and tactics will likely contribute to increased enrollment in all subjects. Both cities/regions indicate demographics that should support increasing enrollment through pro-active strategies. Census data, school district data and EDD, Labor Market Division data support the need for current programs and services as well as indicate significant unserved adults who could benefit from consortium/college-funded programs and services. EDD labor trends indicate significant declines in unemployment, advancing from a high of about 15% to a current low of about 8% - still not in line with current state averages. EDD numbers show significant upward employment trends in leisure and hospitality, real estate, food services, professional services, and retail. Employment related data seems sufficient to support expanding existing services as well as considering shifting and/or developing resources to align programs with employment trends. A significant gap worth addressing is the need to align classes and programs with leisure and hospitality careers. This would be a perfect opportunity to develop a sector approach for the hospitality industry.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

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

#### Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

### ✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

#### Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### ✓ Success: Information on completion of diplomas, certificates, and college credit awards.

#### Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

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

## Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	390	287		100	105	110
Student Barriers	English Language Learner (AE 305 - Overall)	146	69		50	55	60

### Member Level Metric Targets

\* Mandatory for all members

#### Needles Unified (No reporting institution)



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				10	15	20
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				5	10	15
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	10	15
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	10	15

**Palo Verde CCD (Reported by Palo Verde District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	248	84		100	105	110
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	15			5	10	15
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	11			50	55	60
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	26	13		25	30	35
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				60	65	70
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	14			26	30	35

**Palo Verde Unified (No reporting institution)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				25	30	35
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				15	20	25
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				15	20	25
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				1	5	10
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				15	20	25
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	10	15

## Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Needles Unified	0%	0%	0%	60%	60%	60%
Palo Verde CCD	100%	49%	0%	60%	60%	60%
Palo Verde Unified	0%	0%	0%	60%	60%	60%

## Objectives

### Address Educational Needs

#### Description of Objective \*

The overarching objectives in this section of the Three-Year Plan include creating a team of trained faculty and staff who are clear on how to create, track, and achieve the goals of adult students. For faculty and staff, this knowledge is accomplished through targeted and consistent professional development. Bi-lingual counseling services should be available to all students so that each student works with a counselor to develop an academic and/or career pathway. In addition to the integrated team approach, the Consortium should conduct ongoing workforce research with students, staff, and employers to inform the development of programs of study. To ensure cohesion, the Objectives section has been written to align to prior year objective categories.

#### Gaps in Service

To continue to focus on gaps in services, PVRC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from COMIS and TOPSpro
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the Workforce Development Boards of Riverside and San Bernardino Counties
- Add classes to meet labor demands if qualified teachers are available
- Expand marketing and outreach to inform community members about the programs fo study that are available
- Hire a dedicated adult transitions counselor to work with adult learners who are entering academic study or the workforce
- Develop career pathways that meet regional needs

#### Leveraging Resources

To fully leverage the resources of the region, PVRC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to identify emergent industry needs for CTE career pathways
- Expand opportunities for OJT programs
- Explore options for the PVC to provide classes on the Adult School campuses to help with transition and dual enrollment

- Create a closer collaboration with WDB and EDD to respond to labor market/employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work of to identify and address emergent issues

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## Improve Integration of Services & Transitions

### Description of Objective \*

#### Seamless Transitions Objectives

- Engage in quarterly reviews of student data from COMIS and TOPSPro Enterprise
- Engage in transition planning for all students
- Increase engagement of students to ensure regular attendance and completion of programs of study
- Engage guest speakers from the college, industry sectors, and employers to raise student awareness about workforce options
- Improve the tracking of student transitions to postsecondary and the workforce
- Offer bilingual counseling services

#### Student Acceleration Objectives

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study at PVC to increase transitions to the workforce

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## Improve Effectiveness of Services

### Description of Objective \*

PVRC will Improve Effectiveness of Services across the Member Districts by focusing on Professional Development and the TTA PIP Strategies. The activities and objectives have been written to provide a high-level approach to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

#### Professional Development Objectives

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners

#### TTA PIP Objective

- Reduce per-pupil spending across the Consortium

Improving effectiveness of services is similar to improving integration of services and transitions to workforce and post-secondary programs. For any measure of improvement, it is imperative to have established baselines to serve as frames of reference for tracking improvements. In the case of the Palo Verde River Consortium, enrollment, cost per student, awareness, persistence, and completion baselines are the basis for improving and tracking effectiveness of services. Student intake principles and standards, should be guided by CASAS testing.

Professional development is key to maintaining an informed and effective staff. Measuring and analyzing outcomes is critical to monitoring effectiveness. Outcomes are measured both quantitatively (numbers employed) and qualitatively (exit interviews).

## Activities & Outcomes

### Activity Name \*

Establish an Adult Education Consortium

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

Palo Verde College, Needles Unified School District, and Palo Verde Unified School District will work to form an Adult Education Consortium in alignment with CAEP Ed Code 84900-84920, CDE guidance, and Chancellor's Office guidance.

This goal aligns to the AB104 Objective of Gaps in Service and the CAEP State Priorities of Leadership and Program Development/Curriculum/Classroom and Equity.

### Short-Term Outcomes (12 Months) \*

Hold regularly scheduled, monthly PVRC Board meetings in accordance with Brown Act.

### Intermediate Outcomes (1-3 Years) \*

Develop and implement Annual Plans in accordance with Ed Code.

### Long-Term Outcomes (3-5 Years) \*

Modify services and courses based on regional LMI data,.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### Responsible person(s)

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

**Activity Name \***

Develop a Shared Understanding of Adult Education

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Develop a shared understanding of the goals and desired outcomes to serve as a foundation for adult education processes, implementation of programs, and ongoing structure across all Member Districts through ongoing professional development.

Develop an ongoing professional development plan for all Member District to meet their individual needs and to develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees. Program Area-specific professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles); working with adults with disabilities. All PVRC Board Members, Member District administrators, faculty and staff will participate in ongoing professional development.

This activity aligns with AB104 Objective of Gaps in Services, Professional Development, and Leveraging Resources and the CAEP State Priorities of Leadership, Program Evaluation, Equity, and Program Development/Curriculum/Classroom.

**Short-Term Outcomes (12 Months) \***

Attend local, regional, state, and national conferences including, but not limited to: CCAE regional and state, CASAS, IAEC PD Day, COABE, CWA, ACTE, ACCE, ASCCC, CAEP.

**Intermediate Outcomes (1-3 Years) \***

Develop cohesive Annual Plans that represent a seamless delivery system of Adult Education services across the service area.

**Long-Term Outcomes (3-5 Years) \***

Add additional courses and services based on LMI data and ever-changing community needs.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

**Activity Name \***

Develop Adult Education Plan for PVC

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Develop a shared understanding of where Adult Education falls within Palo Verde College, the expectations of these programs, anticipated outcomes, and how Adult Education is both a pipeline into the college as well as a pathway within the college.

This activity aligns with AB104 Objective of Gaps in Services and the CAEP State Priorities of Program Evaluation, and Program Development/Curriculum/Classroom.

**Short-Term Outcomes (12 Months) \***

Convene stakeholder meeting to evaluate and determine best programs of study to offer.

**Intermediate Outcomes (1-3 Years) \***

Work with faculty and PVC Academic Senate to facilitate approval of programs of study.

**Long-Term Outcomes (3-5 Years) \***

Continuously evaluate programs of study and adjust as needed.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**



Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

**Activity Name \***

Implement a Collective Impact Model

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Leverage resources to serve more adult learners through a collective impact model by developing a strategic plan to identify economies of scale across MemberDistricts.

This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priorities of Program Development/Curriculum/Classroom and Leadership.

**Short-Term Outcomes (12 Months) \***

Implementation of strategies to leverage existing resources

**Intermediate Outcomes (1-3 Years) \***

Additional strategies added to annual plan to enhance a collective impact model of program development and delivery

**Long-Term Outcomes (3-5 Years) \***

Reevaluation of strategies to align to current funding streams

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
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- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

**Activity Name \***

Establish Cohesive Adult Education Programs

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

1. Establish internal roles and collaboration processes for Adult Education programs of study across all Member Districts as a means of enhancing institutional accountability
2. Create a communication methodology with students to assist in their understanding of program offerings, registration processes, and placement steps
3. Identify community partners that can enhance the overall goals of Adult Education (academic and workforce) in all communities served

**Short-Term Outcomes (12 Months) \***

Convene an ongoing stakeholders meeting to establish a vision for adult education in the region, identify community needs, and set attainable goals

**Intermediate Outcomes (1-3 Years) \***

Conduct ongoing stakeholder meetings to evaluate programs of study, ever shifting economic needs of the region, and goals of the Palo Verde Consortium

**Long-Term Outcomes (3-5 Years) \***

Continue to engage all stakeholders and adjust Consortium direction as needed

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

**Activity Name \***

Transition Counseling

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Hire a dedicated transition counselor (part-time or full-time) to serve adult learners at all Member District sites

**Short-Term Outcomes (12 Months) \***

Develop a job description and post position, funded through the PVC CAEP Allocation

**Intermediate Outcomes (1-3 Years) \***

Evaluate effectiveness of transition counseling services

**Long-Term Outcomes (3-5 Years) \***

Adjust counseling as needed

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

**Activity Name \***

Ongoing Data Training

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

All Member Districts will engage in ongoing CASAS training on GOALS tests and TOPSpro Enterprise for K-12 Adult Schools and MIS training for College resulting in cleaner data submissions and data driven instructional practices

This activity aligns with AB104 Objectives of Seamless Transitions and the CAEP State Priorities of Program Evaluation, Learner Transition, Leadership, and Program Development/Curriculum/Classroom

**Short-Term Outcomes (12 Months) \***

Conduct CASAS Goals testing of all students enrolled in ABE, ASE, HSE, ESL programs.

Attend CASAS Summer Institute and online CASAS trainings.

Attend COMIS trainings offered by the Chancellor's Office.

**Intermediate Outcomes (1-3 Years) \***

Submit accurate data to the state for quarterly submissions/quarterly data pulls

Participate in ongoing trainings to continue to enhance the quality and accuracy of student data

**Long-Term Outcomes (3-5 Years) \***

Attend ongoing data trainings to meet state and federal data reporting requirements.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Maureen Burt
Stephanie Slagan
Tracie Kern

**Activity Name \***

Implement Best Practices for Distance Learning

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Implement consistent Distance Learning Policies across all Member Districts for all programs of study resulting in the reporting of distance learning proxy hours in DIR and MIS. Utilize the 2022 CAEP publication for best practices in all programs.

This activity aligns with AB104 Objectives of Gaps in Service and the CAEP State Priorities of Program Evaluation and Technology & Distance Learning.

**Short-Term Outcomes (12 Months) \***

Attend professional development trainings for Distance Learning implementation and reporting offered by OTAN, CASAS, ISTE, CCAE and COABE

**Intermediate Outcomes (1-3 Years) \***

Implement standardized Distance Learning policies and procedures

**Long-Term Outcomes (3-5 Years) \***

Review of fully implemented Distance Learning policies and increased enrollment across all Member Districts

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
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- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### Responsible person(s)

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

### Activity Name \*

Marketing and Outreach

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

Expand and improve outreach and marketing to target identified populations through the creation of a brochure of agency services for students with a target outcome of increased enrollment across all Member Districts.

This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

### Short-Term Outcomes (12 Months) \*

Hire a contractor to increase social media presence; Enhance print marketing campaigns; Develop ongoing radio PSAs

### Intermediate Outcomes (1-3 Years) \*

Increased social media presence; Enhanced print marketing campaign; Increased enrollment

### Long-Term Outcomes (3-5 Years) \*

Increased social media presence; Enhanced print marketing campaign; Increased enrollment

### Proposed Completion Date

06/30/2027

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
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- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### Responsible person(s)

**Name**

Alejandro Clark

**Activity Name \***

Increase Course Offerings/Programs of Study

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Member Districts will determine local need for additional programs of study in the following program areas: ABE, HSE, HSD, ESL, Civics/Citizenship, and CTE. CTE courses will be validated per Ed Code SEC. 100. Section 84906.

This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Evaluation and Program Development/Curriculum/Classroom.

**Short-Term Outcomes (12 Months) \***

Member Districts will conduct community needs survey to determine which programs of study are in highest demand

**Intermediate Outcomes (1-3 Years) \***

Ongoing evaluation of community needs, program outcomes, and student performance data; 5% increase in program completion

**Long-Term Outcomes (3-5 Years) \***

Ongoing evaluation of community needs, program outcomes, and student performance data; 10% increase in program completion

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

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- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

**Activity Name \***

Infuse Employability Skills into Programs of Study

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Member Districts will infuse Employability Skills needed for entry to the workforce into course offerings. Employers will be surveyed to determine the skills needed to build a list of needed skills for gainful employment across service area.

This activity aligns with AB104 Objectives of Gaps in Service and Seamless Transitions and the CAEP State Priorities of Program Evaluation and Program Development/Curriculum/Classroom.

**Short-Term Outcomes (12 Months) \***

Workshops for Employability Skills delivered by Consortium Lead

**Intermediate Outcomes (1-3 Years) \***

Infusion of Employability Skills in 50% of programs of study across all Member Districts

**Long-Term Outcomes (3-5 Years) \***

Infusion of Employability Skills in 100% of programs of study across all Member Districts

Ongoing evaluation of community needs, program outcomes, and student performance data

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
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- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**



Name
Alejandro Clark
Lale Cilenti
Mary McNeil
Tracie Kern

## Funds Evaluation

### Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Needles Unified (Optional)</a>	\$0	Draft
<a href="#">Palo Verde CCD</a>	\$650,642	Certified
<a href="#">Palo Verde Unified (Optional)</a>	\$0	Draft
<b>Totals</b>	<b>\$650,642</b>	<b>1/3 Certified</b>

#### Funds Evaluation \*

The Palo Verde River Consortium Board meets regularly to openly discuss fiscal allocation, quarterly expenses, student data submissions, and the data feeding the Program Hours of Instruction report. The allocation of resources, both CAEP and others, are shared among Member Districts, and allocations are adjusted based on the needs of each service area in the region.

## Certification

### Needles Unified - Member Representative

Dr. Mary McNeil  
[mary\\_mcneil@needlesusd.org](mailto:mary_mcneil@needlesusd.org)  
 (760) 326-3891

Approved by Dr. Mary McNeil

05/24/2022 02:53 PM PDT

**Palo Verde CCD - Member Representative**

**Ms. Lale Cilenti**

Dean, Needles Center

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(760) 326-5033

**Palo Verde College Alejandro Clark**

California Adult Education Program Project Coordinator

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Approved by Palo Verde College Alejandro Clark

05/24/2022 01:36 PM PDT

**Palo Verde Unified - Member Representative**

**Tracie Kern**

Director of Curriculum and Instruction

[tracie.kern@pvusd.us](mailto:tracie.kern@pvusd.us)

(760) 922-4164 ext: 1239

Approved by Tracie Kern

05/24/2022 02:44 PM PDT



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