

39 Palo Verde River Consortium

Plans & Goals

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 Annual 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 programs of study.

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.

Regional Planning Overview

Participation in the annual planning involved 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. Multiple 1:1 meetings were also held with each newly funded Member District to ensure coordination with the local BOEs, district administration, and consortium leadership.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The 2022-2023 program year is the first time when all three Member Districts will be service providers. The goal in funding all Members is to broaden the reach of adult education services in the region and to ensure a comprehensive web of wrap-around services is meeting the needs of adults in the communities served.

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

To develop this plan, and ensure gaps are being met and addressed, a series of meetings was held with all Member District representatives. Additionally, all input was cross referenced to the Riverside and San Bernardino Counties Workforce

Development Board reports on Labor Market Information. Lastly, the 2022-2023 Annual Plan aligns to the recently submitted 2022-2025 Three-Year Plan.

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

The Palo Verde River Consortium Board will evaluate fiscal expense submissions via NOVA and data exported from TOPSPro and MIS on a quarterly basis. Enrollment numbers will be tracked gains performance targets and expenditures by agency will be evaluated and, if needed, funding will be adjusted annually during the CFAD review process.

Address Educational Needs

2022-23 Strategies

Strategy Name

Gaps in Service - Adults with Disabilities

Activity that Applies to this Strategy

Increase Course Offerings/Programs of Study

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Palo Verde Unified School District and Palo Verde College will implement programs for Adults with Disabilities who are in need of employability skills that lead to a transition to the workforce.

This strategy addresses the CAEP State Priorities of Program Evaluation, Learner Transition, and Equity.

Strategy Name

Gaps in Service - CTE Programs of Study

Activity that Applies to this Strategy

Increase Course Offerings/Programs of Study

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Consortium Member Districts will establish at least one CTE program of study to meet the regional needs of employers. Programs of study could include: Healthcare, Canibus, Building Trades, Commercial Drivers License, and Early Childhood Education.

This strategy addresses the CAEP State Priorities of Program Evaluation and Learner Transition.

Strategy Name

Gaps in Service - Establish Adult Schools

Activity that Applies to this Strategy

Establish Cohesive Adult Education Programs

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

To improve effectiveness of services, Palo Verde Unified School District and Needles Unified School District will establish Adult Schools via approval from CDE. Subsequently, a needs analysis will be conducted in each community to determine which programs of study will have the greatest impact on the communities served. Lastly, each USD will apply for WASC accreditation for the new Adult Schools.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom, Learner Transition, and Equity.

Strategy Name

Leverage Resources - GED Instruction and Support Activities

Activity that Applies to this Strategy

Increase Course Offerings/Programs of Study

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Member Districts will explore how to provide GED instruction at sites across the Consortium geography in support of the Pearson VUE Testing Center at Palo Verde College.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom, Learner Transition, and Equity.

Strategy Name

Gaps in Service - Employability Skills

Activity that Applies to this Strategy

Infuse Employability Skills into Programs of Study

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Develop/purchase curriculum on employability skills to embed in all courses to increase the placement of adult students in family sustainable jobs. Engage and collaborate with regional employers to identify specific skills that are needed for employability. Explore starting a short-term BootCamp for adults who are not enrolled in courses with embedded employability skills curricula.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom, Learner Transition, and Equity.

Strategy Name

Leverage Resources - Expand Agency Partnerships

Activity that Applies to this Strategy

Establish Cohesive Adult Education Programs

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

To improve the effectiveness of services, Consortium Member Districts will identify and partner with local agencies to develop a strategic plan that supports the needs of adult learners.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom and Learner Transition.

Strategy Name

Gaps in Service - Marketing & Outreach

Activity that Applies to this Strategy

Marketing and Outreach

Metrics that Apply to this Activity/Strategy

- 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)
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Strategy Description

Expand and improve outreach and marketing to target identified populations, resulting in an increased enrollment for all Member Districts. This will be achieved through increased social media presence and an enhanced print marketing campaign including a summer mailer. The Consortium will explore enhancing site-specific web sites for each Adult School.

This strategy addresses the CAEP State Priority of Marketing.

Strategy Name

Gaps in Service - ESL

Activity that Applies to this Strategy

Increase Course Offerings/Programs of Study

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Member Districts will conduct a needs analysis for ESL in their communities to determine which NRS levels are needed and which sites should start offering ESL classes. Classes will be established based on the needs analysis that could include a review of ACS data, 2020 Census data, and custom surveys to local employers.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom and Program Evaluation.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Seamless Transitions - Student Data

Activity that Applies to this Strategy

Ongoing Data Training

Metrics that Apply to this Activity/Strategy

- 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)
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Strategy Description

Improve initial student data collection via TOPSPro and MIS resulting in compliant data tracking and accurate Consortium data for State reporting. Use data to drive instruction resulting in an increased number of literacy gains in all CASAS-tested areas and the ability of faculty to use, interpret, and understand more about student data. Member Districts will also conduct a review of local data between TOPSPro & MIS, with the goal of streamlining and facilitating enrollment and intake procedures.

This strategy addresses the CAEP State Priority of Program Evaluation.

Strategy Name

Seamless Transitions - Transition Counselor

Activity that Applies to this Strategy

Transition Counseling

Metrics that Apply to this Activity/Strategy

- 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)
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Strategy Description

Hire a part-time transition counselor to facilitate a greater level of transition from Adult Schools into Palo Verde College, resulting in a greater level of wrap around services for all students served by the Consortium. Hiring decisions will be based on budget outcomes but is required by WASC.

This strategy addresses the CAEP State Priorities of Equity and Learner Transition.

Strategy Name

Student Acceleration - Career Pathways

Activity that Applies to this Strategy

Develop Adult Education Plan for PVC

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Develop pathway agreements between Adult Schools and Palo Verde College resulting in increased transitions of students between programs and articulation agreements for enrollment in identified CTE career pathway programs.

This strategy addresses the CAEP State Priority of Program Evaluation.

Strategy Name

Student Acceleration - CTE Programs of Study

Activity that Applies to this Strategy

Develop Adult Education Plan for PVC

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Increase course offerings and enrollment in postsecondary CTE credential programs (short-term), resulting in faster transition from postsecondary to the workforce, with a focus on implementing programs identified as high growth sectors by the Workforce Development Board. These include, but are not limited to, forklift operations, vocational ESL, and commercial drivers license.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom, and Learner Transition.

Strategy Name

Student Acceleration - Distance Learning and Internet

Activity that Applies to this Strategy

Implement Best Practices for Distance Learning

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Provide access to online curriculum in rural areas of the Consortium, resulting in greater student access to learning through the development of a distance learning plan. Alternative delivery models will be explored for regions without internet access, such as a pilot of RACHEL devices in rural areas. Hotspots will be explored and supported. In areas where no access is possible, expanded purchasing of print-based curriculum will be implemented.

This strategy addresses the CAEP State Priorities of Technology and Distance Learning and Equity

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Professional Development - Adult Education Understanding

Activity that Applies to this Strategy

Develop a Shared Understanding of Adult Education

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Develop an ongoing professional development plan for all Members and Partners that will allow for 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. The PVRC Board and Member District Faculty/Staff will attend state and national conferences and convenings and use the information gathered to provide ongoing internal professional development.

This strategy addresses the CAEP State Priorities on Leadership and Program Development/Curriculum/Classroom.

Strategy Name

Professional Development - Consortium Leadership

Activity that Applies to this Strategy

Establish an Adult Education Consortium

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Develop and implement a strategic model that allows for greater local leadership for the Consortium. This may include using adult school principals as local leads for the Consortium with a focus on collaboration and collective impact.

This strategy addresses the CAEP State Priority of Leadership.

Strategy Name

Professional Development - Consortium Structure

Activity that Applies to this Strategy

Implement a Collective Impact Model

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Member Districts will engage in ongoing training and professional development about the California Adult Education Program, the history of AB86 and AB104, consortium financial management, program implementation, collective impact, and other relevant topics related to the successful operation of a CAEP consortium.

This strategy addresses the CAEP State Priority of Leadership.

Fiscal Management

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

The Palo Verde River Consortium Board has allocated funds to each Member District to support the implementation of the 2022-2025 Three-Year Plan. The Palo Verde River Consortium Board utilizes a fiscal agent funding model with an annual review

process for evaluating Member District allocations during the CFAD process.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

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

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08/12/2022 06:34 AM PDT

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08/11/2022 05:57 PM PDT



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