

## 39 Palo Verde River Consortium

CONSORTIUM APPROVED

2023-24

### Plans & Goals

#### Executive Summary

The Palo Verde River Consortium (PVRC) is situated in southeast California and comprises Member Districts in Riverside and San Bernardino Counties. PVRC's Members consist of Needles Unified School District, Palo Verde College, and Palo Verde Unified School District. The rural areas of Needles and Blythe present unique challenges and obstacles for the Member Districts, exacerbated by the limited attention from the Riverside County and San Bernardino Workforce Development Boards.

The Annual Plan focuses on several overarching objectives: 1) Establishing a robust governance foundation for the Consortium, 2) Developing approved programs that cater to the diverse needs of adult learners across all CAEP program areas, 3) Reducing per-pupil spending, and 4) Strengthening the 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 in fields such as office and administrative support, healthcare, transportation and material moving, clean energy, irrigation, and public safety.

Consortium Member Districts are dedicated to resuming CASAS testing and data reporting through TOPSPro Enterprise for K12 Members. They will also enroll students in Palo Verde College programs of study, conduct CASAS testing at the College, and report data through COMIS. The final part of the plan appropriately focuses on outcomes, tracking enrollment, attendance, retention, completions, gains, and certifications. This data will demonstrate the Consortium's ability to prepare students for the workforce or further academic study. To accomplish these objectives, the consortium will continue to work with partners and stakeholders.

#### Regional Planning Overview

The annual planning process was strategically executed, employing two distinct approaches to foster a comprehensive and well-informed plan. The first approach involved a meticulous combination of quantitative and qualitative research methods, encompassing the participation of key stakeholders such as students, teachers, staff, community members, and employers. This research was undertaken during the consortium annual plan retreat, a dedicated event that provided an immersive environment for collaborative discussions and strategic deliberations.

In the second approach, the planning process embraced a rigorous review of various developmental iterations for each section of the plan. This review was conducted collectively by all members and their representatives, engaging in a purposeful group activity during the annual plan retreat. Through active participation and thoughtful discourse, valuable insights emerged, leading to the establishment of robust strategies and activities for the upcoming academic year.

To ensure the seamless coordination and alignment of objectives among the newly funded Member Districts, local Boards of Education (BOEs), district administration, and consortium leadership, a series of targeted one-on-one meetings were diligently organized throughout the summer. These meetings served as crucial platforms for fostering collaborative relationships and synergizing the efforts of all stakeholders involved. By proactively engaging in these interactions, the planning process further reinforced its strategic foundation and ensured the collective advancement of the consortium's vision.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

The 2023-2024 program year is the second year that 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 ensure a comprehensive web of wrap-around services meets 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 2023-2024 Annual Plan aligns with the recently submitted 2022-2025 Three-Year Plan. Riverside County Workforce Development Board, the Palo Verde Valley Transit Agency, San Bernardino, the U.S. Small Business Administration, the Blythe Employment Development Department, The U.S Citizenship and Immigration Services, and Blythe Chamber of Commerce representatives participated in the Palo Verde River Consortium annual retreat.

#### 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

### 2023-24 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**

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, Building Trades/ manufacturing, Microsoft Office Suite, hospitality, administration assistant, EMT, public safety, Commercial driver's License, retail, and transportation/ warehousing.

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

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**Strategy Name**

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 continue to explore how to provide GED instruction in two languages (Spanish & English) 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.

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**Strategy Name**

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)
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### 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.

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### 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)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
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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)

### 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.

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### 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 increased enrollment for all Member Districts. This will be achieved through an increased social media presence and an enhanced print marketing campaign including a summer mailer. The Consortium will explore enhancing site-specific websites 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)
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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)

**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****2023-24 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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- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**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)
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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)

**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.

**Improve Effectiveness of Services****2023-24 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. Palo Verde College has been designated as the fiscal agent for the Palo Verde River Consortium.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.**

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

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08/11/2023 04:08 PM PDT

### Palo Verde CCD - Member Representative

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08/15/2023 10:08 AM PDT

### Palo Verde Unified - Member Representative

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08/14/2023 12:33 PM PDT



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