

39 Palo Verde River Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals

Executive Summary

The Palo Verde River Consortium (PVRC), located in southeast California, encompasses member districts in Riverside and San Bernardino Counties, including Needles Unified School District, Palo Verde College, and Palo Verde Unified School District. The rural regions of Needles and Blythe face unique challenges, which are further complicated by the limited availability of county resources. Recent developments, such as the impending closure of Chuckawalla Valley State Prison, will significantly impact the Blythe community. PVRC is dedicated to addressing these obstacles by fostering collaboration and leveraging available resources to support its member districts.

The Annual Plan emphasizes several key objectives: 1) Establishing a robust governance structure for the Consortium, 2) Developing approved programs that address the diverse needs of adult learners across all CAEP program areas, 3) Reducing per-pupil spending, and 4) Enhancing the alignment between labor market information (LMI) and programs of study.

The consortium's strategic plan is designed to align with the objectives of CAEP through AB104, aiming to enhance workforce development and reduce poverty levels. The primary focus is to establish a fully operational consortium that aligns educational programs with regional workforce demands in key industries such as agriculture, security, food service, solar energy, railroads, and hospitality. Furthermore, the consortium is dedicated to fostering innovation by developing pilot programs that equip individuals with the skills needed for emerging careers in office and administrative support, healthcare, transportation and logistics, clean energy, irrigation, public safety, and new industries like cloud computing and cybersecurity.

Consortium Member Districts are committed to resuming CASAS testing and data reporting through TOPSPro Enterprise for K12 members. They will also facilitate student enrollment in Palo Verde College programs, conduct CASAS testing at the college, and report data through COMIS. The plan emphasizes outcome-based metrics, focusing on tracking enrollment, attendance, retention, completions, gains, and certifications. This data will validate the consortium's effectiveness in preparing students for the workforce or further academic pursuits. To achieve these goals, the consortium will continue to collaborate with partners and stakeholders.

Regional Planning Overview

The annual planning process was meticulously designed, utilizing two innovative approaches to create a comprehensive and forward-thinking plan. The first approach integrated both quantitative and qualitative research methods, engaging a diverse array of key stakeholders, including students, educators, staff, community members, and employers. This research was conducted during the consortium's annual plan retreat, an immersive event dedicated to fostering collaborative discussions and strategic decision-making.

The second approach involved a thorough review of multiple developmental iterations for each section of the plan. This collaborative review process, conducted by all members and their representatives during the retreat, featured structured group activities that promoted active participation and thoughtful discourse. These efforts yielded valuable insights, culminating in the formulation of robust strategies and initiatives for the upcoming academic year.

To ensure 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 meticulously organized throughout the summer. These meetings provided essential platforms for fostering collaborative relationships and synergizing the efforts of all stakeholders. By proactively engaging in these interactions, the planning process 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 2024-2025 program year marks the third year in which all three Member Districts will serve as providers. By allocating funding to all Members, the initiative aims to expand the scope of adult education services within the region, ensuring a comprehensive network of wrap-around services that effectively address the needs of adults in the communities served.

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

To develop this strategic plan and address existing gaps, a series of comprehensive meetings was conducted with all Member District representatives. All input was meticulously cross-referenced with the Riverside and San Bernardino Counties Workforce Development Board reports on Labor Market Information. The 2024-2025 Annual Plan aligns with the recently submitted 2022-2025 Three-Year Plan.

Key stakeholders, including the Riverside County Workforce Development Board, the Palo Verde Valley Transit Agency, representatives from San Bernardino, the U.S. Small Business Administration, the Blythe Employment Development Department, the U.S. Citizenship and Immigration Services, the Blythe Chamber of Commerce, and the Inland Empire Health Plan, actively participated in the Palo Verde River Consortium annual retreat. This collaborative effort ensured that the plan is both comprehensive and strategically positioned to meet the needs of the rural communities served by the consortium.

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

The Palo Verde River Consortium Board will evaluate fiscal expense submissions through NOVA and analyze data exported from TOPSPro and MIS on a quarterly basis. Enrollment numbers, performance targets, and agency expenditures will be monitored. If necessary, funding adjustments will be made annually during the CFAD review process.

Address Educational Needs

2024-25 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 continue to evaluate the regional demand for programs tailored to adults with disabilities, focusing on developing employability skills that facilitate their transition into the workforce.

This strategy aligns with the CAEP State Priorities by focusing on Program Evaluation, Learner Transition, and Inclusivity.

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, Office Clerk, Child Development, marketing Microsoft Office Suite, hospitality, administration assistant, EMT, cybersecurity, public safety, Commercial driver's License, retail, and transportation/ warehousing.

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

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 ABE (AE 400 - ABE)
- 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 Inclusivity.

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)
- Student Barriers: English Language Learner (AE 305 - Overall)
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Strategy Description

Develop or acquire a curriculum focused on employability skills to integrate into all courses, aiming to enhance the placement of adult students in family-sustaining jobs. Engage and collaborate with regional employers to identify essential employability skills. Consider establishing short-term noncredit/ adult education opportunities for adults not enrolled in courses with integrated employability skills curricula.

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

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.

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 enhance outreach and marketing efforts to target identified populations, aiming to boost enrollment across all Member Districts. This initiative will include a stronger social media presence and an improved print marketing campaign, featuring a summer mailer. Additionally, the Consortium will explore upgrading site-specific websites for each Adult School/Center.

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 perform a comprehensive needs analysis for ESL in their communities to identify the necessary NRS levels and determine which sites should offer ESL classes. This analysis will involve reviewing ACS data, 2020 Census data, and conducting custom surveys with local employers. Based on the findings, classes will be established to meet the identified needs.

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

Improve Integration of Services & Transitions

2024-25 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)
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Strategy Description

Enhance initial student data collection through TOPSPRO and MIS to ensure compliant data tracking and accurate Consortium data for State reporting. Utilize this data to inform instruction, leading to increased literacy gains across all CASAS-tested areas and enabling faculty to better use, interpret, and understand student data. Member Districts will also review local data between TOPSPRO and MIS to streamline and improve 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)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Continue leveraging the transition counselor to enhance the movement of students from Adult education/ noncredit students to Palo Verde College, thereby providing more comprehensive wrap-around services for all students served by the Consortium. Hiring decisions will depend on budget outcomes, as mandated 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/Centers 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 a 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 driver's licenses.

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

Improve Effectiveness of Services

2024-25 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 to enhance local leadership within the Consortium. Explore options that emphasize collaboration and collective impact. This approach will ensure that the Consortium can effectively address local needs and leverage community resources.

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 2024-25.

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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08/13/2024 08:14 AM PDT

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