



Adult Education Block Grant Annual Plan 2015-16

Section 1: Consortium Information

1.1 Consortium Grant Number:	13-328-39
1.2 Consortium Name:	Palo Verde Consortium
1.3 Primary Contact Name:	Lale Cilenti
1.4 Primary Contact Email:	Lale.Cilenti@paloverde.edu
1.5 Fiscal Agent Name:	Palo Verde College
1.6 Fiscal Agent Email:	Lale.Cilenti@paloverde.edu

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

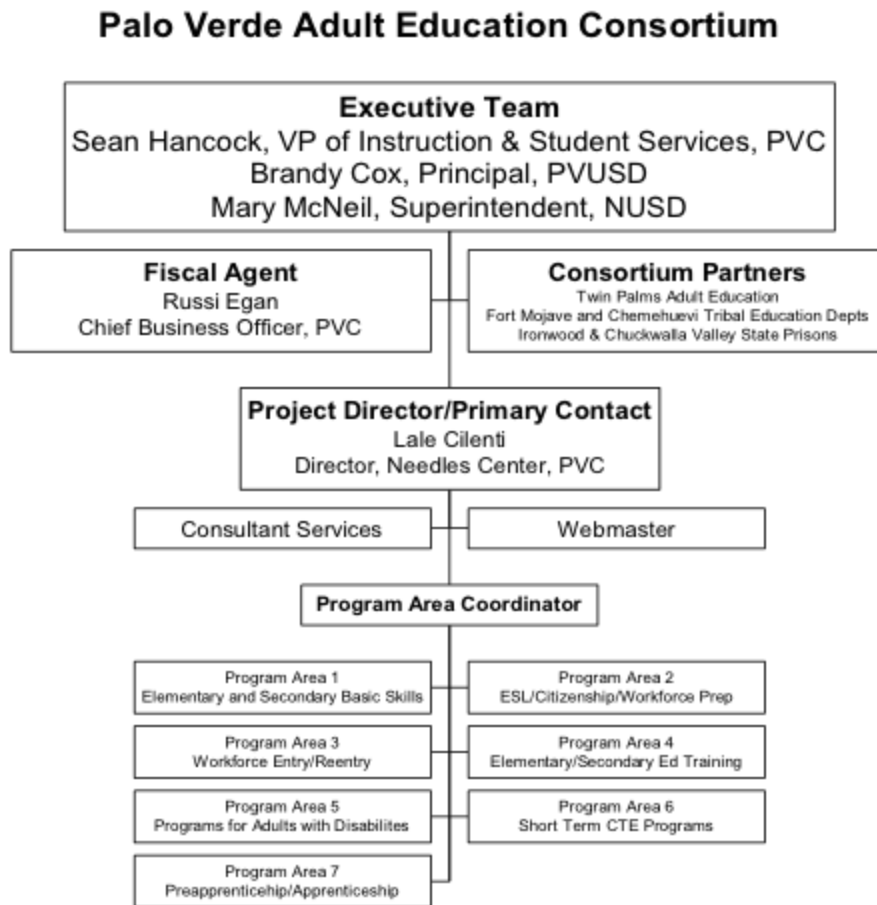
Consortium Membership (Table 1.7)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
<i>Palo Verde CCD</i>	<i>Sean Hancock</i>	<i>760-921-5428</i>	<i>sean.hancock@paloverde.edu</i>	<i>October 20, 2015</i>
<i>Palo Verde USD</i>	<i>Brandy Cox</i>	<i>760-922-7148</i>	<i>bcox@pvusd.us</i>	<i>October 8, 2015</i>
<i>Needles USD</i>	<i>Mary McNeil</i>	<i>760-326-3891</i>	<i>mary_mcneil@needlesusd.org</i>	<i>October 14, 2015</i>

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

The Palo Verde Consortium Governance plan is included under separate cover.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.



1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

Members have reported all funds they plan to allocated for the purposes of education and workforce services for adults. Each member will provide a written report of the amounts and uses of such funds to the Consortium. Palo Verde College, as the designated fiscal agent, will collate, certify, and report funding sources and expenditures. Management of consortium funds will follow all federal, state, county, and district guidelines within standard and acceptable accounting and auditing practices as they pertain to AEBG guidelines. Consortium members will continue to develop the evaluation process with further guidance from the state.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? See Guidance document for more information about this narrative.

The top priority for PVAEC in this first year is to address the gap caused by lack of services for GED / High School Equivalency Preparation and Testing and Basic Literacy and Numeracy Courses. The key actions to realize this goal include the following:

- *PVAEC plans to evaluate possible locations for a **learning center** at Palo Verde College and Needles Center. This learning center would provide students with the space, technology and resources to prepare for the GED and post-secondary studies. Students would be able to work at their own pace, but staff would be available to encourage students and answer questions. Likewise, PVAEC will seek to hire **learning center coordinators** to oversee the learning centers at both sites, and who will be tasked with coordinating preparation and testing programs across the region.*
- *In order to meet the needs of both Needles and Blythe areas, additional courses in **GED prep** and additional **ESL courses** are planned for the Winter of 2016.*
- *This past academic year Palo Verde College **compressed the two lowest levels of below-transfer math classes** into one course. They are planning to do the same for the next two levels of math classes. This will reduce the number of below transfer classes in math from four courses to two courses.*
- *Faculty who teach Reading and Writing courses two courses will collaborate to develop an **integrated curriculum** that would include both reading and writing within the same course. Students are currently required to complete one of these two courses. However, in order to ensure students are adequately prepared for college-level work, regardless of whichever course students enroll in, they will receive integrated instruction in both reading and writing.*

- *PVAEC will pilot a **mentorship program** where administrative staff and faculty coordinate to follow the progress of basic skills students in their courses. Similar to early-alert programs, if students miss class, staff will follow up with the students to discover reasons why they missed and encourage students to persist with class attendance and completion. An evaluation of outcomes will inform future planning toward establishing a **scalable process** for mentoring basic skills students across consortium institutions.*

In parallel with these activities, PVAEC will enhance its academic and career planning supports and work to develop and align career pathways from K-12 career technical programs and the community college, as well as stackable credentialing options.

- *To support counselors and students in setting, mapping and achieving career goals, Palo Verde College will implement the **Student Success and Support Program**, an online self-service program that allows students to track their progress toward educational and career goals.*
- *Palo Verde College will coordinate with Needles USD to develop **new CTE programs in automotive and construction**. Needles USD would provide space and equipment, and PVC would provide faculty to teach these courses. Likewise, additional funding may be allocated to improve facilities. Additional programs in Culinary and Hospitality (Needles) and HVAC will also be investigated as potential new programs.*
- *The consortium will conduct a **feasibility study** for an expanded **agriculture program** that would cross-cut institutional boundaries. A feature of this program would include a **mobile soils lab**, that would provide hands-on testing services to the community and educational services to students regardless of location.*
- ***Online / Distance learning** sequences will be evaluated for potential implementation across consortium institutions. These sequences may be used to buttress existing program offerings, or may be leveraged to provide alternative pathways to high-value credentials.*

Finally, to ensure the greatest number of students may benefit from services offered, the consortium will expand its outreach to regional communities, both in the form of marketing endeavors, as well as targeted research and analysis of community needs.

- *Palo Verde College will work to **expand public awareness** of the CHOICE program which offers free tuition for one semester to high school students and to adults who have been out of school for two years. As part of this outreach, additional supports to prospective students will be provide to facilitate enrollment, application for financial aid, and other services.*
- *PVAEC also plans to survey the community for adults who have not recently been in high school but do not have a diploma. Once the need has been explored, they will **advertise the new programs** through local media and offer outreach to local schools and community organizations.*

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

All members of the Palo Verde Consortium have disclosed all sources of funding. Please see the Member Allocations Workbook included in this submission for additional information pertaining to Table 3.1.

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

All members of the Palo Verde Consortium have disclosed all sources of funding. Please see the Member Allocations Workbook included in this submission for additional information pertaining to Table 3.2.

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

4.1a Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

Currently in Palo Verde, counseling intake assessments focus on English and math through the community college ACCUPLACER assessment. At this time, there are no additional plans to modify those processes. However, as needs arise, the consortium will remain open to the possibility of revisiting this decision in the future.

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Palo Verde college data management systems will provide baselines and measurements for the purposes of AEBG reporting as well as program improvement.

4.1c – Objective 3 continued: List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Currently, services to address the needs of adult learners are overseen by Palo Verde College. No direct services are provided by K-12 members. Through the work planning and implementing activities related to the AEBG initiative, PVAEC members have effectively integrated and are confident the level of integration achieved is sufficient to meet the adult education needs of region.

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of current levels and types of adult education programs within its region, and Objective 2 (evaluation of current needs for adult education programs within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Key Activities for Addressing Gaps (Table 4.2)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Create Learning Centers for HSE/GED preparation and testing, as well as basic skills	Y1	All	<ul style="list-style-type: none"> - Students are prepared to successfully pass HSE / GED assessments - Students are better prepared for college-level work 	<ul style="list-style-type: none"> - Usage Tracking - HSE / GED completion data - Enrollment and placement data (including ACCUPLACER assessment outcomes)
Create courses in GED preparation and expand offerings in ESL / Citizenship	Y1	All	<ul style="list-style-type: none"> - Improved access to services - Students are better prepared to successfully pass HSE / GED and citizenship assessments - Students are better prepared for college-level work 	<ul style="list-style-type: none"> - Student survey / feedback - Enrollment numbers - Assessment and placement data (including ACCUPLACER assessment outcomes)
Develop cross-institutional short-term CTE programs in automotive and construction	Y1	All	<ul style="list-style-type: none"> - Improved access to services consortium-wide - Cross-institutional resources are leveraged effectively and efficiently - Increased certifications and awards - Increased job placements 	<ul style="list-style-type: none"> - Job placement data, - Evaluation of income data increases

4.3 - Objective 5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical

education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress.

Key Activities for Accelerating Student Progress (Table 4.3)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Compress course sequences in basic skills mathematics and reading / writing	Y1	All	<ul style="list-style-type: none"> - Improved retention - Improved student performance - Increased enrollment in existing programs - Increases in enrollments - Accelerated progress through course sequences 	<ul style="list-style-type: none"> - Persistence rates; grades earned - Number of students requiring additional tutoring compared with traditional classroom instruction courses. - Increased enrollment in transfer-level general education and vocational courses - Retention / persistence data - Performance outcomes
Establish mentorship program to encourage student success	Y1	All	<ul style="list-style-type: none"> - Improved persistence rates - Accelerated progress through course sequences - Improvements in academic performance 	<ul style="list-style-type: none"> - Persistence rates; grades earned - Number of students requiring additional tutoring compared with traditional classroom instruction courses.
Evaluate feasibility of supplemental distance learning courses (blended / virtual, open entry / exit) in CTE and workforce re-entry	Y1	All	<ul style="list-style-type: none"> - Programs are selected based on suitability - Increased access - Removal of scheduling constraints 	<ul style="list-style-type: none"> - Pilot studies evaluating persistence rates; grades earned - Evaluation of time taken from initial enrollment to completed of selected programs

4.4 - Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Key Activities for Professional Development Collaboration (Table 4.4)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Student Success and Support Program (3SP)	Y1	All	<ul style="list-style-type: none"> - Administrative and academic staff leverage 3SP program to facilitate student success - Intake personnel are skilled at counseling incoming students about goals and needs and can provide technical guidance to students using the tool 	<ul style="list-style-type: none"> - Referrals data - Usage data - Number of people trained - Exit interviews - Job placement data
Consortium Career and academic pathways	Y1	All	<ul style="list-style-type: none"> - Shared understanding of intent and outcomes of AEBG (i.e., traditional outcomes to workforce outcomes) - Curricula are designed consistent with AEBG mission and goals 	<ul style="list-style-type: none"> - Number of staff and faculty knowledgeable of AEBG - Number of pathways developed and implemented - Number of program areas addressed
Training in strategies shown to accelerate student progress, including compression and contextualization	Y1	All	<ul style="list-style-type: none"> - Faculty develop expertise in learning strategies - Curriculum designed to facilitate student movement is developed 	<ul style="list-style-type: none"> - Number of courses developed and implemented - Student / teacher evaluations of pilots

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

List activities to leverage existing regional structures and utilization of resources.

At this time, the consortium has no plans in place to leverage resources beyond those available through member institutions. Given the rural nature of the consortium members, and general remoteness of educational institutions and services, what partnerships are available have likely been explored at the institutional level. The consortium will embrace opportunities to leverage those relationships more fully as needs dictate.

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

All members of the Palo Verde Consortium have disclosed their funding by source. Please see the Member Allocations Workbook included in this submission for additional information regarding Table 5.1.

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will

automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

All members of the Palo Verde Consortium have provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission.

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

All members of the Palo Verde Consortium have provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission.

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional – see Guidance document for information)

The Palo Verde Consortium does not have additional measures to report at this time.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

The Palo Verde Consortium will leverage the strong relationships established between institutions during the AB86 planning year, and conduct its business consistent with the policies and procedures outlined in the Governance template and of the districts to which each member belongs. The Consortium will measure its effectiveness primarily through qualitative and quantitative evaluations of progress toward its stated goals and the progress metrics provided by the state.

Section 7: Consortium Member Signature Block

Name: Sean Hancock, Vice President of Instruction and Student Services

Consortia Member: Palo Verde College

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Date: October 20, 2015

Signature Box: Sean C Hancock

Name: Mary McNeil, Superintendent

Consortia Member: Needles Unified School District

Email: Mary_McNeil@needlesusd.org

Date: October 14, 2015

Signature Box: Mary McNeil

Name: Brandy Cox, Principal PVHS

Consortia Member: Palo Verde Unified School District

Email: bcox@pvusd.us

Date: 10/8/2015

Signature Box: 