

39 Palo Verde | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

Palo Verde River Consortium's vision is to serve the workforce training needs of adult learners residing within the Palo Verde College community. The mission is to provide adult education opportunities responsive to the employment needs of the communities of Blythe and Needles and the 100-mile remote area existing between the two cities, which includes two tribal entities and state prisons.

This consortium encompasses an area in southeast California that is remote, lightly populated and separated from major commercial centers. The following statistics were used for this consortium's AB 86 allocations in 2013:

- Total population: 33,946
- Poverty: 18,229 (54%)
- Lacking high school diploma: 9,199 (27%)
- Unemployed: 5,058 (15%)
- English learners: 14,120 (42%)
- Adults with disabilities: 3,436 (10%)
- Lacking citizenship: 4,850 (14%)
- Low Literacy: 5,387 (16%)

With 54% categorized as poverty level, job training is critical for this consortium's adult population to gain job skills that will lead to employment and improved wages. As presented by Governor Jerry Brown, the idea of the Adult Education Block Grant (AEBG) is that employment and living-wage jobs would counter income inequities leading to poverty.

For 2017-18, Palo Verde River Consortium allocations and priorities remain consistent with the strategies that were identified in the initial three-year plan. These are within the overarching concept of workforce preparation through the alignment of career pathways, strengthening outreach, developing short-term CTE courses, improving literacy and basic skills, and preparing students for high school diplomas or equivalent.

Accomplishments to date include the following:

- A career focus for all consortium students: Implemented the Career Cruising on-line service that allows all students to identify and choose career pathways in both English and Spanish.
- GED preparation and testing in English and Spanish: Dedicated a specific effort for GED preparation in English and Spanish, resulting in a June 2017 celebration recognizing the successful passage of the GED by 22 students.
- Career pathways: Implemented programs in agriculture (plant and veterinary science), technical applications, health, hospitality/culinary arts, and construction. Programs begin in consortium high schools and transition to Palo Verde College.
- Marketing and communication: Developed and implemented a consortium website, along with marketing outreach materials for education and job training programs.
- Dashboard Accountability and Reporting: The SchoolGauge data system is being installed for the consortium and the college to provide up-to-the minute information on student progress and effective use of resources. This system also will meet the data reporting requirements of the AEBG and WIOA Title II.
- Culinary Arts Program at the AVI Resort: Working with the Fort Mohave Indian Tribe (FMIT) and Palo Verde College, the consortium has been instrumental in planning and establishing a culinary arts program that will be available to adults residing within the consortium.
- WIOA Title II: The Consortium recently became a participant in the federal Workforce Innovations and Opportunity Act (WIOA) Title II program. This achievement provides funds for improving literacy and workforce skills while tracking student outcomes.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
<p>Literacy Levels, inclusive of English as a Second Language</p>	<p>Statewide consortia statistical data provided by the AEBG staff served as a basis for funding the AB 86 (2013) adult education consortium planning grants. This need is highlighted in the introductory section of this report, and shows that in this consortium's adult population, 42 percent are English learners and 27 percent lack a high school diploma or equivalent.</p> <p>Also, need was reinforced through focused interviews and consultation with Palo Verde College students and staff.</p>	<p>The Palo Verde River Consortium and Palo Verde College are in the final stage of implementing the SchoolGauge dashboard that will provide "real-time" data on AEBG system-wide performance and individual student achievement. This data tracking/analytics tool will assist in providing assurances that dedicated AEBG resources are yielding positive student outcomes. The same data system also will meet the data collecting requirements of the college.</p> <p>Local indicators will include, but not necessarily be limited to, student progress in those areas designated by the consortium as priorities, and these include diplomas and equivalents, ESL progress and gains, and CTE enrollments and certifications.</p>
<p>Career Technical Education and Workforce Training Opportunities</p>	<p>An assessment of employment needs and job training offerings available to adults in the communities of Blythe and Needles: This review included a complete accounting of career technical education courses being offered at Palo Verde College, and the Palo Verde and Needles school districts. Statistical data from EDD and input from local employers, especially farmers, established a definitive need for job training.</p>	<p>Student outcomes from those career training education programs that were added or enhance with the support of the consortium. Individual student progress will be tracked and assessed through the use of the SchoolGauge dashboard and Career Cruising, an electronic/on-line career pathway portfolio.</p>
<p>Career counseling, inclusive of services for non-English speakers</p>	<p>Focused group workshops with teachers, counselors, and support staff members of Palo Verde College: Also, meetings were held with teaching staffs offering literacy courses and career technical training.</p>	<p>Students participating in consortium-related programs will participate in the career counseling on-line service provided by Career Cruising. This service is available in English, Spanish, and other languages. The SchoolGauge dashboard will track student usage of Career Cruising, inclusive of initial assessments to match individuals with training based on interests and aptitudes. Also, the dashboard will provide the necessary information needed to monitor student progress in completing the necessary job training steps that lead to employment and/or better wages.</p>
<p>Job Placement Services</p>	<p>An assessment of job placement services in the communities of Blythe and Needles.</p>	<p>Two factors will enter into this assessment: student job readiness and employment. The SchoolGauge dashboard will have the capacity to address both factors. Tracking employment is challenging because students will have left the training program, however, before leaving consortium programs, contact information and subsequent reporting data will have been obtained on each student.</p> <p>An asset for this program is that the San Bernardino County WIOA Regional Plan has been instrumental in identifying two agencies that provide job development and placement serves: EDD in Blythe and the American Job Center in Needles. Both will serve in a referral role to consortium programs while also engaging in job development and placement.</p>

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

INCREASE GED PASSAGE: A strategy that has been initiated and will continue is using consortium resources to gain broader participation and success with student success with the GED. This strategy includes passage in English or Spanish.

Also, to support this GED priority, consortium resources are being targeted in the areas of staff support, marketing and advertising, instructional materials, and exam taking.

To date, the initiation of this focused effort has yielded successful outcomes with an increased number students passing the GED, especially in Spanish.

EXPAND CTE FACILITIES: Consortium surveys identified opportunities to use existing school and college facilities that needed to be completed or modified so CTE programs could be expanded. At Needles High School three shops needed to be finished in order to offer automotive mechanics, carpentry, and welding. At the Palo Verde College Needles Campus, the existing facility needed modifications to be able to offer Health Career Courses.

Another unique use of a facility is the planned culinary arts program at the AVI resort near the Palo Verde Needles campus. The instruction and theory portion of this program would be offered at the PV Needles campus and the practical/field work will be provided at the resort.

These undertakings will require memoranda of understandings outlining roles and responsibilities and budget commitments. With a limited investment by the consortium, at least six career pathways will be initiated with actual shops, classrooms, and a resort being made available for employment training.

EXPAND AND IMPROVE ESL CONTEXTUALIZED LEARNING: By introducing career counseling and assessment as part of intake strategies, ESL students will concurrently address both literacy and career pathways.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Agriculture pathways	3 - Somewhat implemented	Accommodating the schedules of the participating districts and partners.	<p>A curriculum for animal and plant sciences that would provide for articulation between Palo Verde and Needles high schools and Palo Verde College is being identified for implementation purposes.</p> <p>Also, an additional opportunity developed in 2016-17 when the City of Needles announced its plans to become a plant science center. With this announcement staffs of both Needles High School and Palo Verde College-Needles Center are determining their roles in preparing students for career pathways that would result with employment for students completing these programs.</p> <p>Greater clarity on the roles and responsibilities of the parties involved in these agriculture career pathways is needed. With the program at Palo Verde High School, a planned visit to a high school veterinary science program located at a Navajo reservation in Arizona needs to take place.</p>	None, other than realizing that this type of program takes time to plan if quality is a factor. Planned and executed correctly, it will last longer with greater benefits.
Allied Health programs (Needles Center)	3 - Somewhat implemented	The steps to be observed when making modifications to an existing public facility. These steps are further exacerbated when planning classroom modifications leading to instruction in health careers.	<p>Identify partners in the area of health that would provide advice on training provided, and agree to serve as locations for internships.</p> <p>Commitments have been reached by the consortium and the college to plan and move forward with modifying the Palo Verde College-Needles Center to be able to offer Health careers training. Cost estimates for the construction modifications, equipment, and supplies are being developed.</p>	Take a lead in identifying and targeting state resources to support this type of training because employment potential is high. Establish a clearing house for the identification of potential teachers in health careers (as well as other high employment areas). Also, take a lead in resolving the issue of student fees to support these types of expensive job training programs.
Culinary & Hospitality	4 - Mostly implemented	The time necessary for agreements by the multiple parties on steps necessary to initiate a new program. Observing the need for deliberations by the FMIT to reach agreement for this joint project.	<p>Further clarify roles and responsibilities for overseeing and managing this project. Marketing the program.</p> <p>The Fort Mohave Indian Tribe (FMIT) and the consortium have reached agreements to develop and implement a culinary program at Palo Verde College-Needles Center and the AVI Recreational Resort. Being developed is the curriculum and staff is also being identified.</p>	Assist in expediting state-level approvals that may be forthcoming as this project is implemented.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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.

SchoolGauge Dashboard: Coupled with Career Cruising, the SchoolGauge dashboard will provide programmatic information on students gaining employment, improving current employment, or transitioning into postsecondary education.

Entry assessments: Assessments based on those used at Palo Verde College will identify the educational level for incoming students. These entry assessments will be used in concert with the Career Cruising program and SchoolGauge to determine the interests of students and determine career pathways and the necessary related education.

Dual/Concurrent Enrollment and Contextual Instruction. Adult students in non-credit and credit CTE programs will enhance their transitioning opportunities. This emphasis will have the dual effect of accelerating learning by providing a contextual basis for the academic basics coupled with CTE instruction.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Career Cruising Implementation	4 - Mostly implemented	This program would have been implemented fully throughout the consortium, except that one district is presently committed to a different program. Once that contract ends, that district will consider using Career Cruising. The fact that this program is available in Spanish made it more attractive for selection purposes.	Continued professional development, especially as new teaching and support staff are employed in the participating districts. Also, plans to link the Career Cruising program to the SchoolGauge data system to get information on student progress in fulfilling the steps necessary to complete a particular career choice.	State-level professional development on using on-line career information programs, inclusive of Career Cruising. Possibly, provide this professional development on-line.
Early Accuplacer testing	4 - Mostly implemented	Professional development is being provided to assure the testing is taking place as planned.	Continue to provide professional development to staff members involved in testing new adult students.	Make sure adult education/AEBG consortium programs are included in state programs providing resources for student assessment and career planning.
Establish CTE program pathways in Needles	4 - Mostly implemented	None, other the time needed to get state approval on modifying the facilities. This will be one of the positive outcomes of the CTE facilities project at Needles High School. This project will allow high school students to initiate their pathway while in high school and articulate to Palo Verde College programs. For Needles High School students under the age of 18, the funding support will be from the district's K-12 funding.	Marketing to assure high school students and adults are aware of these career training opportunities.	Making sure that AEBG-school students and adults are eligible for state and federal resources aimed at career pathways programs, especially those linking high school programs with AEBG-supported programs.
GED Preparation in English and Spanish	5 - Fully implemented	This project is at a point whereby students have passed the GED, and are pursuing additional education and job training. The one challenge that remains is the need to address and resolve the steps necessary for timely course approvals for implementation at the community college level.	Institutionalize this program within the consortium so it is a regular and continued offering, as an enhanced non-credit program.	Work on streamlining the process for offering pilot adult education programs, and also on incorporating these programs into the regular community college offerings. At this point it appears that the steps necessary to accomplish this are lengthy and time consuming.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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. 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).

Use the SchoolGauge Dashboard to monitor student progress towards their end goals, including achieving a diploma or GED, completing a job training program, gaining employment, or improving wages. Also, continue to expand the use of the Career Cruising program so every adult education student has an identified career pathway leading to employment.

Expand the use of the model used in supporting a concentrated effort for GED preparation and passage. This was a focused and concentrated approach supported with consortium funding and available to English and Spanish speakers.

Expand high school career pathways that lead to more advanced (possibly degree) programs at Palo Verde College.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Career Crusing training	5 - Fully implemented	None, other than the fact that one of the three consortium districts were committed to another on-line counseling system. Program was purchased and implemented by the consortium, and staff was trained on its usage.	Continued professional development training for staff members, inclusive of classroom teachers.	Continue to advocate for career pathways that extend from the high school level to post-secondary levels, especially those involving AEBG supported-programs. As mentioned beforehand, make sure AEBG programs are included in state-supported efforts targeting counseling and career planning.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

In the coming school year, an assessment will be made of the consortium's recent professional development. Teaching and support staff will be asked to identify areas of interest in regards to the consortium that will provide guidance in designing additional professional development.

Professional development also will be necessary to implement WIOA Title II within the consortium. This specific training will need to involve teachers, support staff, and individuals involved in collecting and reporting CASAS data.

Whatever professional development is designed for this consortium, the workforce focus of the AEBG will need to be emphasized.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Assessment	4 - Mostly implemented	<p>None, other than time necessary to execute contractual arrangements and reach agreements on data to be collected on SchoolGauge for consortium and college purposes.</p> <p>The development of an assessment system through SchoolGauge is in its final stages. The leveraging is evidenced through the fact that the system being developed will serve the demands of the consortium and Palo Verde College. Resources from the consortium and college are being leveraged for this purpose.</p>	<p>Effective use of the SchoolGauge system will require professional development for all parties involved in data collection and reporting, inclusive of administrators, counselors, teachers, and those working in information technology (IT).</p>	<p>Simplify state data collection so that effective information is being requested. This is especially critical to assuring that sensible and clear data is reported to the governor and the state legislature.</p>
CTE Shops	4 - Mostly implemented	<p>The time necessary to get the facility work done to meet state standards.</p> <p>The three shops at Needles High School have been modified to meet State Architect approval, and decisions on staff selection and equipment purchases are being finalized.</p>	<p>Marketing will play a critical role in making sure community members are aware of these opportunities for employment training.</p>	<p>Make sure consortium career training programs are included in state-supported programs providing resources for employment training equipment and materials. Also, serve as a clearinghouse for announcing career technical education teacher openings. Work towards resolving the SB 173 (2014) request for recommendations on resolving reciprocity between K-12 and community college teaching credentials.</p>
Culinary Arts	4 - Mostly implemented	<p>None, other the time necessary to reach agreements with FMIT as a partner.</p> <p>Agreements have been reached between the Fort Mohave Indian Tribe (FMIT) and the consortium to operate a culinary arts program based at Palo Verde College-Needles Center with internship experience at the FMIT AVI recreation resort. Curriculum and staff selection are being finalized.</p>	<p>Marketing to generate public awareness of this employment training program.</p>	<p>Make sure consortium employment training programs are included in any state allocations aimed at job training.</p>

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

Because of the geographic separation from other workforce investment areas, this consortium will focus on leveraging resources within the geographic parameters of its three districts and participating partners, such as the FMIT. Note that the two school districts are 100 miles apart.

Also, as begun in 2016-17, the consortium will continue to work on establishing an arrangement with the City of Needles, which is embarking on an initiative to establish itself as a plant science/agri-business center. This project will require training that leads to employment in those jobs related to the city's new initiative.

Also, in 2017-18, the consortium will continue to work towards leveraging resources that lead to the completion of those programmatic and facility projects initiated in 2016-17 to reach operational level.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$750,000	\$634,172	\$115,828
2016-17	\$773,016	\$497,285	\$275,731
Total	\$1,523,016	\$1,131,457	\$391,559

Please identify challenges faced related to spending or encumbering AEBG funding.

Although member district approval protocols present timeline challenges, our consortium works exceptionally well at communicating and updating members and partners on project priorities, needs, and progress in order to address these challenges. Additionally, the fiscal management team of Palo Verde College supports the communications efforts in addressing the aforementioned challenges.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

The projects undertaken by the Palo Verde River Consortium require a multi-year approach to accomplish the following steps: planning, developing, budgeting, staffing, piloting, and institutionalizing. Remaining funds will be dedicated to the aforementioned steps to bring the projects begun to date to an operational level. Also, the remaining funds will contribute to broadening projects to increase impact on workforce preparation and employment. These projects include those identified and described previously in this report:

- GED preparation and testing in English and Spanish--continued expansion
- CTE facilities at Needles High School for consortium usage--additional equipment
- Career Cruising--continued staff training and monitoring of usage
- SchoolGauge Dashboard--implementation and staff training
- Culinary Arts Program--planning, development, staff selection, and facility modifications at Palo Verde Needles Center
- Health Careers Program--planning, development, staff selection, and facility modifications at Palo Verde Needles Center

To reinforce, these projects are aimed at providing adult students with those services that will result in their gaining employment with living-wage salaries and/or increasing wages in present jobs. Worth noting that those adults employed in the region are doing so at poverty wage levels. Simply put, better jobs and increased wages begin to address the region's high poverty level.

Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

A dashed rectangular box containing a handwritten signature in black ink that reads "Lale Cilerti".

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan