



## AB104 Adult Education Block Grant - 5.15.16 UPDATE Three-Year Consortia Plan Update from AB86 Final Plan

### Section 1: Consortium Information

**1.1 Consortium Planning Grant Number:**

13-328-39

**1.2 Consortium Name:**

Palo Verde Adult Education Consortium

**1.3 Primary Contact Name:**

Lale Cilenti

**1.4 Primary Contact Email:**

lale.cilenti@paloverde.edu

### **UPDATED THREE-YEAR PLAN SUMMARY**

A further review of the education and career training opportunities in the Palo Verde Adult Education Consortium (PVAEC) has led to an update of the consortium’s three-year plan previously submitted. This review undertaken over a two-month period included meetings with consortium leadership, K-12 district administrators, teachers, and students. This review was conducted in both Blythe and Needles, California; two communities that are 100 miles apart and house the two branches of Palo Verde Community College as well as the two K-12 member school districts.

#### **SEPARATE GEOGRAPHIC AREAS**

This separation of cities presents a unique opportunity to use the classic description of a “Tale of Two Cities.” Not only are the two cities, school districts and community college sites geographically apart, but each also is unique in city population, economics, student ethnic compositions, and potential. Both Palo Verde Community College sites and member districts present unique prospects for improving and expanding adult education and job training opportunities for its adults.

#### **SIMILARITIES OF THE CITIES**

In spite of the geographic separation of the sites, similarities of the two Palo Verde campuses and districts include:

- Located next to the Colorado River: A major asset to the economic drivers of agriculture and recreation.
- Similar climates: Both are hot in summers and mild in winters, contributing to serving as centers for agriculture in Blythe, and recreation and hospitality in Needles.
- Situated next to major transportation arteries: Blythe is on Interstate 10 and Needles is on Interstate 40, both major east-west corridors.

#### **DIFFERENCES OF THE TWO CITIES**

Differences of the two sites that need consideration in planning programs:

- Populations: Blythe is the larger of the two cities with a population of approximately 20,000 but is isolated in relation to nearby large population centers.

- Needles is smaller with a population of 5,000 but is next to the recreation and gambling center areas of Bullhead City, Arizona and Laughlin, Nevada, which collectively have an area population of approximately 100,000 immigrant populations: Blythe needs a greater emphasis on ESL since it has a greater Mexican immigrant population.
- Native American Tribes: Needles is situated in the middle of major Native American tribal reservations and communities.

## THE UPDATED PLAN

As a result of the review aforementioned, and visits to the two community college sites and school districts, the updating of PVAEC planned projects now include the following:

- **CONSORTIUM STAFF SUPPORT**  
PVAE Consortium resources need to be dedicated to support the successful implementation of its three-year plan. This could be accomplished through augmenting the responsibilities of existing staff with added pay along with the employment of a project director.
- **MARKETING AND COMMUNICATION**  
The Palo Verde consortium will benefit from establishing a greater presence. This can be addressed through the development and use of collateral materials, inclusive of using design elements that could be developed at the Needles campus. The staging of events is proposed to expand visibility as well as connect consortium programs with partners and community leaders. The marketing strategies and staging of events will include reaching out to the parents of the two school districts: at-risk students, farm workers, Native Americans and corrections transition students.
- **A CAREER FOCUS FOR ALL CONSORTIUM STUDENTS**  
K-12, adult, and community college students will benefit from being able to access information on careers tied to personal interests and required preparation. PVAEC plans to provide an on-line service that matches student passions with careers. Being considered is Career Cruising, an online service that has applicability for such a purpose and is available in multiple languages, including Spanish.
- **GED PREPARATION AND TESTING IN ENGLISH AND SPANISH**  
The previous PVAEC focus on GED is being augmented to include preparation and testing in Spanish because of the ESL demand at the Blythe campus. The aim for greater participation and passage of this testing opportunity will be evident at both sites.
- **AGRI-BUSINESS/SCIENCE PATHWAY FROM PALO VERDE HIGH SCHOOL TO THE COMMUNITY COLLEGE**  
Blythe as a major agriculture area presents the opportunity to benefit from developing pathways tied to agri-business/science. The Palo Verde high school and community college are fortunate to have the space and facilities to develop and expand career preparation opportunities within this pathway. Consortium resources will be dedicated to establishing and supporting the development and implementation of the agri-business/science pathway.
- **CAREER TECHNICAL EDUCATION/WORKFORCE - CTE DUAL ENROLLMENT PROGRAMS WITH NEEDLES HIGH SCHOOL**

Specific Palo Verde College career technical education programs will be established at Needles High School. These programs will benefit PV College students as well as Needles HS students with direct articulation to Palo Verde Community College. The plan now calls for the consortium to provide fiscal support to achieve Department of State Architect (DSA) approval for use of three community college shops at Needles High School. This approval will allow instruction in the technological areas of Automotive Mechanics, Welding, and Construction. Further, with modifications to an existing facility, the high school also has the potential to establish a career pathway program in culinary arts and hospitality. Once established, these facilities would provide for a unique leveraging of resources by facilitating usage by high school and community college students. These programs will leverage consortium resources with LCFF resources.

- **EVALUATION OF CONSORTIUM OUTCOMES AND PERFORMANCE**

The AEBG requires each consortium to develop a methodology for evaluating its performance on an ongoing and yearly basis. The statutory provisions, E.C. 84920, governing the AEBG identify the following as the baseline for evaluations:

- Number of adults served.
- Number of adults demonstrating the following:
  - Improved literacy skills
  - High school diplomas or their equivalent
  - Completion of postsecondary certificates and/or degrees
  - Placement into jobs
  - Improved wages

PVAEC staff is presently reviewing vendors to identify a service that is capable of collecting and reporting consortium data. This review will include applicability and linkage to the evaluation system being implemented for California's community college system as a part of the Student Success Task Force efforts. The addressing of a consortium's evaluation is important because future funding will be based on outcomes, as stated in the AEBG legislation AB 104 (2015).

- **A NEW PROGRAM TO INCREASE FUNDING SUPPORT: INSTITUTING WIOA TITLE II AT PALO VERDE COMMUNITY COLLEGE**

The review of the Palo Verde plan identified the potential for the consortium to become a part of the federal program that supports adult education programs that offer citizenship training and academic subjects with potential to enhance employment opportunities.

The Workforce Investment Opportunities Act Title II: WIOA Title II is a federal workforce program that supports adult education instruction leading to gainful employment. It may be the only education program that provides funding based on individual student gains in specific adult education course areas. Each student "gain" triggers a financial reimbursement known as a benchmark.

The eligible courses include ESL and basic subjects leading to citizenship or a high school diploma or its equivalent. An allowable course is EL Civics, which promotes the undertaking of specific subjects of worthwhile benefit to immigrants, such as community participation, parenting, and financial literacy. Also included in the designation of benchmarks are high school diplomas and passage of the GED.

Within California, specific periods are designated for new adult education programs, whether in

K-12 or community colleges, to join the state program. Preparations are now being made for the PVAEC to become a part of WIOA Title II.

- **PROVIDE HEALTH CARE CAREER TRAINING FOR THE NEEDLES CAMPUS**  
While Needles has the space to provide Health Care Training programs such as Medical Assistant, CNA and/or Phlebotomy, it lacks the basic mechanics required to provide clean, hot and cold running water in Health Care Training Classes. Assuming that the college produces a facilities upgrade budget and timeline, consortium funds can seed both the facilities project as well as the pilot/implementation of selected Health Career training programs. Timeline and resource plan will be developed for consortium consideration.
- **DEVELOP BLYTHE BI-LINGUAL PARENT CENTERS DESIGNED TO HELP ELEMENTARY SCHOOL PARENTS ASSIST THEIR CHILDREN IN IMPROVING LEARNING OUTCOMES.**  
A development team has been established to design content and delivery for Blythe elementary school parents. Development will begin in April and conclude in July with pilot implementation scheduled for August/September 2016.

Consortium Member Signature Block

Name:

Sean Hancock, Vice President of Instruction and Student Services

Consortia Member:

Palo Verde College

Email:

sean.hancock@paloverde.edu

Date:

April 29, 2016

Signature:

A handwritten signature in blue ink that reads "Sean C. Hancock". The signature is written in a cursive style with a large, sweeping initial 'S'.

Name:

Brandy Cox, Principal PVHS

Consortia Member:

Palo Verde Unified School District

Email:

bcox@pvusd.us

Date:

May 2, 2014

Signature:

*Brandy Cox*

Name:

Consortia Member:

Email:

Date:

Signature: 