Palo Verde Adult Education Consortium: June 2015 Regional Plan Update

The Palo Verde Adult Education Consortium continued planning work after the March 1, 2015 regional comprehensive plan was submitted to the state. The region established a leadership team made up of individuals from the two member school districts and the member college district. This leadership team met once in April and decided to host a regional planning retreat to devote time to develop an action plan for implementation of the regional plan as well as to further discuss plans for seamless transitions and student acceleration. In addition, the leadership team decided to conduct further analysis of the labor market to determine career technical educational needs for specific target industries in the region. They also decided to conduct a survey of regional partner organizations to determine the resources are available in the area that can be leveraged during implementation of the regional plan.

Included in this Regional Plan Update are updates to Objectives 3, 4, and 5. Additionally, attached are the results of the industry analysis for in-demand occupations and for leveraging of partner resources.

Objective 3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

During a planning retreat, the PVCCC identified their priorities for strategies relating to integrating programs and creating seamless transitions. Some strategies have been put into place already. Others need to be explored further.

Strategies for Seamless Transitions

The top priority identified by PVCCC is to align career pathways from the local high school career technical programs the community college and ensure there are stackable credential options for students transitioning from local high schools.

- A partnership currently exists between Palo Verde College and Palo Verde Unified School District where students from PVUSD are bused to PVC for CTE courses.
- Palo Verde College and Needles Unified School District have begun discussions to offer a similar partnership for students at NUSD. Instead of busing students from Needles to PVC, Palo Verde College would provide CTE instructors and Needles USD would provide space and equipment. Needles USD has lab space and equipment for wood, welding and automotive programs, but does not have faculty to teach these courses. It might also be possible for Palo Verde College to offer CTE classes in this location after school hours.

PVCCC identified other strategies to create seamless transitions that have been put into place or to further explore.

- Staff from Palo Verde College currently provides outreach to local high schools in Palo Verde Unified School District and Needles Unified School District.
- Palo Verde College has increased 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, they have encouraged students to apply for financial aid, and many families have learned that they qualify for aid they did not know about.
- PVCCC would like to further explore the possibility of offering CTE courses on a compressed schedule since the compressed schedule offers better retention and completion rates. Due to the unemployment in the area, students would have time to complete courses on a compressed schedule and be able to reenter the job market more quickly.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
Transition from high school CTE programs to college programs	Align career pathways from the local high school career technical programs to the community college and ensure there are stackable credential options for students transitioning from local high schools.	Staff from PVC to teach CTE courses at high schools.	TBD	Palo Verde College, Palo Verde Unified School District, Needles Unified School District	High school students at PVUSD and NUSD take CTE courses at PVC or taught by PVC faculty.	Partnership between PVC and PVUSD in place. Discussion between PVC and NUSD ongoing.
Transition back into school	Increase community outreach so adults are aware of the programs that are available in the region: Outreach to local high schools, increased publicity of CHOICE program	Counseling staff from PVC, publicity materials	TBD	Palo Verde College	TBD	ongoing
Transition back into school	Offer flexible scheduling and online classes to make the transition into an educational pathway possible.	TBD	TBD	TBD	TBD	TBD
Transition from school into the workplace	Offer CTE courses on a compressed schedule, increasing classroom time per week, but decreasing the overall time to complete.	TBD	TBD	TBD	TBD	TBD

Objective 4: Plans to address the gaps identified.
Adult Education Gaps Identified and Strategies to Address Needs

In the Palo Verde region, several gaps have been identified in the five program areas. During a planning retreat in May, the PVCCC met to create an action plan to begin addressing the gaps that exist in providing education for adults.

Elementary and Secondary Basic Skills

The action plan focuses on addressing the gap caused by lack of services for High School Equivalency Preparation and Testing, High School Diploma Courses and CAHSEE Testing, and Basic Literacy and Numeracy Courses. Palo Verde Community College Consortium has put into place some new programs that begin to address these gaps. The ability to expand on these programs will depend upon the available funding.

There are a few current programs offered at Palo Verde College and Needles Center that begin to address these gaps.

- Both Palo Verde College and Needles Center have been approved as official testing sites to administer the GED. They have trained staff to administer the exams as well as the technology as space available for students to take the exams.
- Continuation schools in Needles USD and Palo Verde USD offer high school coursework and CAHSEE testing for students up to age 19 (and slightly older for specific student populations). Palo Verde College does not feel able to develop high school courses for older adults at this time, but they could offer a location and resources for students to prep for CAHSEE testing through a learning center.
- Palo Verde College currently offers basic literacy and numeracy courses (ABE). Some of these courses are offered on a compressed schedule as stated in Objective 5. Needles Center will offer Life Skills Reading and Life Skills Math courses for summer 2015.

In order to provide more opportunities for adults to earn a High School Equivalency certificate, would like to hire a coordinator to oversee a learning center and coordinate preparation and testing programs across the region. The learning center would provide students with the space, technology and resources to prepare for the GED. Students would be able to work at their own pace, but staff would be available to encourage students and answer questions.

The key actions to develop this plan fell into three areas:

- Staffing: During the summer of 2015, PVCCC will identify the key functions of the coordinator and develop a just description. It will start as a part time position with the possibility to expand to full time if warranted by need and supported by funding. Once a job description is developed, they would begin recruiting to fill the position.

- Resources (space, technology, resources): The PVCCC will evaluate possible locations for a learning center at Palo Verde College and Needles Center. They may also need to upgrade computer technology to accommodate online learning. They will also need to locate and purchase resources and supplies such as books, headphones, prep materials (online and print) for all GED subjects and CAHSEE. (High schools will share resources for CAHSEE prep.
- Outreach: As part of the outreach to the community, PVCCC would like to gather more information about the demand for such programs by gathering information from the high schools and surveying the community regarding 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 program through local media and offer outreach to local schools and community organizations.

Table 4.1: Work Plan for Addressing the Gaps						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Create Learning Center for HSE/GED preparation and testing and CAHSEE preparation	Evaluate suitability and availability of locations at PVC and Needles Center. Evaluate or upgrade technology for online learning. Locate resources.	Space with computers; print and online resources for test preparation	$31,500 + $150 per student for online curriculum	Palo Verde College	Location with needed materials.	Summer 2015
Hire part-time coordinator for GED/HSE program.	Develop job description for position; recruit staff	Salary/benefits	TBD	Palo Verde College	Staff hired.	Summer 2015
Create outreach to inform community of program.	Explore existing need; advertise through local media; reach out to local schools and community organizations	Advertising and marketing materials	TBD	Palo Verde College	TBD	TBD
	TBD	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD	TBD

Objective 5: Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals.

PVCCC discussed strategies to accelerate a student's progress toward his or her academic goals during their planning retreat. They identified several programs that have already been put in place at Palo Verde College.

- Compressed basic skills courses: 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.
- Career Educational Planning: Provide counselors that can work with students to identify career goals and map out an educational plan to help them reach their goals. To support counselors and students in setting, mapping and reaching career goals, Palo Verde College will implement 3SP (Student Success Support Plan) in the fall of 2015. 3SP is an online self-service program that allows students to track their progress toward educational and career goals.
- Mentoring program/student persistence: Staff will follow the progress of basic skills students in their courses. 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. This program will start in Fall 2015.
- ENG (42/59) Writing and Reading: Faculty who teach these two courses have collaborated to include instruction in both reading and writing taught together in these courses. Whichever course students enrolls in, they will receive integrated instruction in both reading and writing. Students are currently required to complete one of these two courses.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Compressed basic skills courses to allow students to move through the below-transfer-level Math and English courses more quickly	Compress lowest two math courses. Compress next two levels of math courses	Instructors for courses, course materials	TBD	Palo Verde College	Academic success of students enrolled in compressed courses	Spring 2015
Career-Educational Planning: Provide counselors that can work with a student to identify their career goals and map out an educational plan to help them reach those goals. These counselors would also check-in with students regularly to ensure they are continuing down their planned pathway.	Provide 3SP (Student Success Support Plan)	Online program	TBD	Palo Verde College	TBD	Fall 2015
Establishment of a mentoring program to encourage student persistence.	Begin program to follow up with Basic Skills students who miss class	Staff to track student absences and make phone calls	TBD	Palo Verde College	Student retention	Fall 2015
Offer a CAHSEE exam preparation course.	Provide preparation/self-study materials through GED Learning Center & Coordinator	Coordinator for GED Learning Center, Preparation materials for CAHSEE	TBD	Palo Verde College, Needles High School	TBD	TBD
Develop a student's net of support through cohorts: Bundle students with others who have similar career goals and move them through a series of courses together along with organized study groups. Include interim certificates as set of classes are complete to provide small steps of success and build	TBD	TBD	TBD	TBD	TBD	TBD

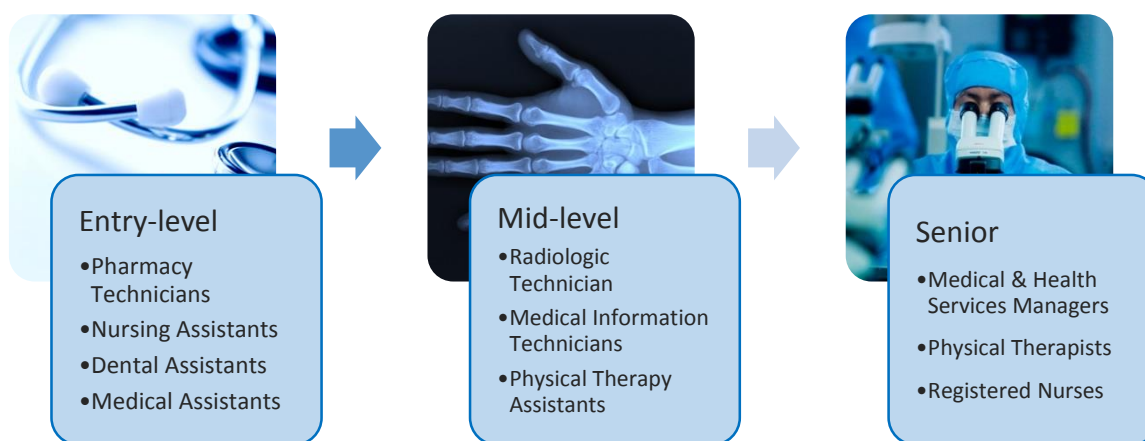| Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
students' confidence.						
Expand various modalities of tutoring: Online tutoring, computer software based tutoring that doesn't rely on internet, in-person tutoring.	TBD	TBD	TBD	TBD	TBD	TBD

Career Pathways and Potential Partner Survey

Palo Verde Valley Regional Adult Education Consortium June 2015

Healthcare

In a growing and aging population, healthcare supports a variety of occupations within therapeutic services, diagnostic services, health informatics, and support services. The industry has sustained statewide growth at an average rate of 4%, creating roughly 121,470 new jobs in California since 2010. Educational requirements range from a high school diploma or certification to an associate's, bachelor's, or master's degree, allowing for career advancement opportunities in a variety of healthcare-related fields.

Entry-level
- Pharmacy Technicians
- Nursing Assistants
- Dental Assistants
- Medical Assistants

Mid-level
- Radiologic Technician
- Medical Information Technicians
- Physical Therapy Assistants

Senior
- Medical & Health Services Managers
- Physical Therapists
- Registered Nurses

Pharmacy Technician 29-2052 (Entry-level)

Pharmacy Technicians measure, mix, count out, label, and record medication dosages according to prescription orders.

Education & Skill Requirements	Technical Skills: fill prescriptions, mix/compound medications, order supplies, take inventory, label prescription bottle/verify contents
	Non-Technical Skills: administrative, customer service, precision, organization, responsibility, problem solving
	CIP 510805
	Programs must be accredited by Pharmacy Technician Certification Board (PTCB) or National Healthcareer Association (NHA)
Training & Education Providers	Ultimate Medical Academy Online (Certification, Associate's Degree)
	San Joaquin Valley College Online (Certification, Associate's Degree)

	National American University Online (Associate's Degree)
	Rasmussen College Online (Certification, Associate's Degree)
	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency, CTE)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 3,100
	CA Average Occupational Growth (2010-14): 4.9%
	Hourly Pay Range (2014): $12.09 - $25.42
	Typical Educational Attainment: Associate's Degree

Nursing Assistant 31-1014 (Entry-level)

Nursing Assistants feed, bathe, dress, groom, or move patients and change linens.

Education & Skill Requirements	Technical Skills: automated external defibrillators (AED)
	Non-Technical Skills: active listening, customer service, coordination, speech clarity, compassion
Training & Education Providers	Palo Verde College (Certification)
	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency, CTE)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 8,990
	CA Growth Rate (2010-14): 0.2%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $9.75 - $18.61
	Typical Educational Attainment: High School Diploma/Equivalency

Dental Assistant 31-9091 (Entry-level)

Dental Assistants set up equipment, prepare the patient for treatment, and keep records.

Specific Career Pathways	Dental Hygienist

Education & Skill Requirements	Technical Skills: handle and sterilize equipment, counsel patient on good oral health practices, use dry suction during procedures, dental radiology, remove sutures, create molds and impressions
	Non-Technical Skills: strong work ethic, attention to detail, communication, time management, work under pressure, compassion
	CIP 510601
	Dental Assisting National Board (DANB); Advanced Certifications: Certified Orthodontic Assistant (COA), Certified Preventative Dental Assistant (CPDA)

Training & Education Providers	Ultimate Medical Academy Online (Certification, Associate's Degree)
	San Joaquin Valley College Online (Certification)
	Northwest Career College, NV (Certification)
	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency, CTE)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 4,800
	CA Growth Rate (2010-14): 1.2%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $10.14 - $22.31
	Typical Educational Attainment: Associate's Degree

Medical Assistant 31-9092 (Entry-level)

Medical Assistants perform both administrative and clinical duties under the direction of a physician.

Specific Career Pathways	Nursing
	Medical Coding & Billing
	Allied Health Management

Education & Skill Requirements	Technical Skills: phlebotomy, pharmacology, first aid, lab technique, patient vital signs
	Non-Technical Skills: organizational & administrative, communication, multitasking, active listening
	CIP 510801

	Program must be accredited by Accrediting Bureau of Health Education Schools (AHBES) or Commission on Accreditation of Allied Health Education Programs (CAAHEP) to be eligible for exam
	National Certification Exam
	CMA: American Association of Medical Assistants (AAMA)
	RMA: American Medical Technologists (AMT)
Training & Education Providers	Palo Verde College (Phlebotomist & Emergency Medical Technician Certification)
	Herzing University Online (Certification, Associate's Degree)
	Ultimate Medical Academy Online (Certification, Associate's Degree)
	San Joaquin Valley College Online (Certification, Associate's Degree)
	National American University Online (Associate's Degree)
	Keiser University Online (Associate's Degree)
	Northwest Career College, NV (Certification)
	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 6,860
	CA Growth Rate (2010-14): -1.0%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $9.59 - $18.20
	Typical Educational Attainment: Associate's Degree

Radiologic Technician 29-2034 (Mid-level)

Radiologic Technicians take X-rays and CAT scans and administer nonradioactive materials to patients for diagnostic purposes.

Specific Career Pathways	Specialized Branches of Radiography (lateral move)
	Radiology Assistant (vertical move)
Education & Skill Requirements	Technical Skills: radiology, sensitometry, anatomy
	Non-Technical Skills: communication, customer service, compassion
	Accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT)
	Certification by American Registry of Radiologic Technologists (AART)

Training & Education Providers	Weber State University Online (Certification, Bachelor's Degree)
	St. Joseph's College Online (Bachelor's Degree)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 1,260
	Growth Rate (2010-14): 3.2%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $18.44 - $43.02
	Typical Educational Attainment: Associate's Degree

Medical Records and Health Information Technicians 29-2071 (Mid-level)

Medical Information Technicians compile, process, and maintain medical records for hospital and clinic patients using the healthcare industry's numerical coding system.

Specific Career Pathways	Clinical Documentation Specialist Health Data Analyst Health Care Security and Privacy Specialist
	Health Information Management Director
Education & Skill Requirements	Technical Skills: medical terminology, anatomy, physiology, ICD-9-CM and CPT coding, software & computer skills: database security, data analysis, coding and classification systems, information management
	Non-Technical Skills: organized, analytical, repetitive tasks, large material mastery, focus
	CIP 510713, 510707
	Degree in Medical Billing and Coding, Health Care Information Systems, or Health Care Administration
	Associate's qualifies for national certification exams, Bachelor's required for management positions
	Certification Exam administered by American Academy of Professional Coders (AAPC)
Training & Education Providers	Palo Verde College (Certification)
	Ultimate Medical Academy Online (Associate's Degree)

San Joaquin Valley College Online (Certification, Associate's Degree)

Keiser University Online (Associate's Degree)

Herzing University Online (Certification, Associate's Degree, Bachelor's Degree)

DeVry University Online (Certification, Associate's Degree, Bachelor's Degree)

Hodges University Online (Associate's Degree)

National American University Online (Certification, Associate's Degree)

Rasmussen College Online (Certification, Associate's Degree, Bachelor's Degree)

University of Cincinnati Online (Bachelor's Degree)

University of Illinois at Chicago Online (Certification, Bachelor's Degree, Master's Degree)

Western Governors University Online (Bachelor's Degree)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 1,490
	CA Growth Rate (2010-14): -0.4%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $10.97 - $35.74
	Typical Educational Attainment: Associate's Degree

Physical Therapy Assistant 31-2021 (Mid-level)

Physical Therapy Assistants help develop treatment plans, document progress, and modify treatments according to patient status.

Specific Career Pathways	Physical Therapist

Education & Skill Requirements	Technical Skills: mechanical traction, electrical stimulation, massage/exercise therapy, balance training, ultrasound
	Non-Technical Skills: reliable, energetic, communication, customer service, teamwork
	CIP 510806
	Programs must be accredited by Commission on Accreditation in Physical Therapy Education (CAPTE)

	National Physical Therapy Assistant Exam
Training & Education Providers	Northern Arizona University Online (Associate's Degree)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 460
	CA Growth Rate (2010-14): 3.3%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $14.15 - $39.82
	Typical Educational Attainment: Associate's Degree

Registered Nurses 29-1141 (Senior)

Registered Nurses assess patient needs, develop and implement care plans, and maintain medical records.

Specific Career Pathways	Healthcare Management
Education & Skill Requirements	Technical Skills: cardiology, pulmonary, neurological, gastrointestinal, endocrinology, phlebotomy, orthopedics, urology, oncology
	Non-Technical Skills: strong work ethic, attention to detail, communication, time management, work under pressure, compassion, active listening, customer service, speech clarity
Training & Education Providers	San Joaquin Valley College Online (Associate's Degree)
	Keiser University Online (Bachelor's Degree, Master's Degree)
	National American University Online (Associate's Degree, Bachelor's Degree, Master's Degree)
	University of Illinois at Chicago Online (Certification, Bachelor's Degree)
	Western Governors University Online (Bachelor's Degree, Master's Degree)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 23,980
	CA Growth Rate (2010-14): 3.9%

Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $30.82 - $58.58

Typical Educational Attainment: Associate's Degree

Medical and Health Services Managers 11-9111 (Senior)

Medical and Health Services Managers plan, coordinate, and supervise the functions of health care facilities and the staff.

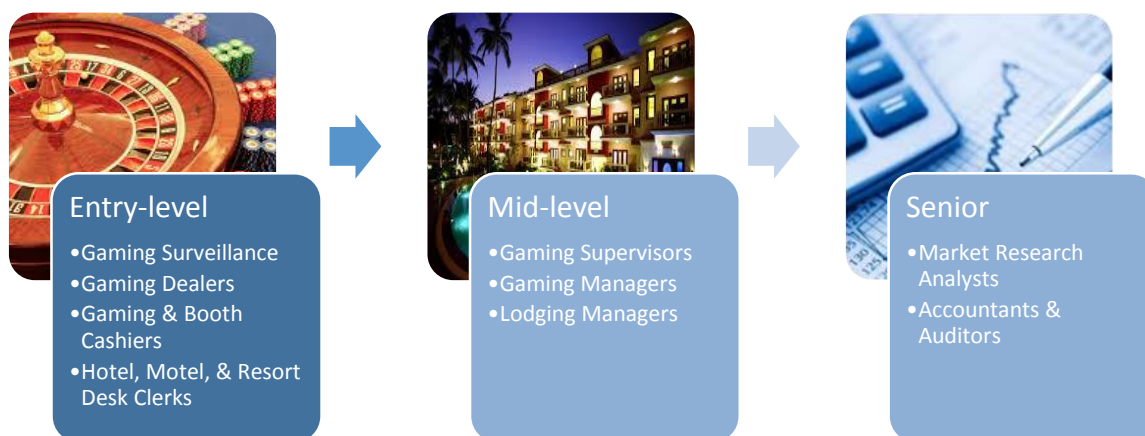| Education & Skill Requirements	Technical Skills: policy analysis, finance, accounting, budgeting, marketing
	Non-Technical Skills: strong work ethic, attention to detail, communication skills, time management, work under pressure, compassion
	Generalists: responsible for managing an entire medical facility
	Specialists: responsible for specific department; policy analysis, finance, accounting, budgeting, HR, marketing
	Minimum Requirements:
	Generalist: Master's in Health Care Administration, Long-term Care administration, Health Sciences, Public Administration, or Business Administration
	Some entry-level at smaller facilities require only Bachelor's or experience
	Master's programs must be accredited by Commission on Accreditation of Healthcare Management Education (CAHME)
Training & Education Providers	Palo Verde College (Certification, Associate's Degree)
	Ultimate Medical Academy Online (Associate's Degree)
	Keiser University Online (Associate's Degree, Bachelor's Degree)
	Hodges University Online (Associate's Degree, Bachelor's Degree, Master's Degree)
	American University Online (Bachelor's Degree)
	Western Governors University Online (Master's Degree)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): N/A
	CA Growth Rate (2010-14): 0.1%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): N/A
	Typical Educational Attainment: Master's Degree

Physical Therapist 29-1123 (Senior)

Physical Therapists plan rehabilitative programs to improve mobility, relieve pain, increase strength, and correct disabilities resulting from disease or injury.

Education & Skill Requirements	Technical Skills: massage/exercise therapy, pivotal traction therapy, balance beam rehabilitative therapy
	Non-Technical Skills: communication, customer service, active listening, speech clarity, problem solving
	CIP 512308
Training & Education Providers	
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 1,210
	CA Growth Rate (2010-14): 7.1%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $26.28 - $55.36
	Typical Educational Attainment: Master's Degree

Hospitality (Tourism & Gambling)

With statewide average growth at 7.5%, tourism and gambling have added roughly 274,479 new jobs in California since 2010. Hospitality supports numerous opportunities for career advancement as most entry-level occupations require only a high school diploma or equivalent. Following a few years of experience in the service industry, individuals are qualified to advance into upper-level managerial positions.

Entry-level
- Gaming Surveillance
- Gaming Dealers
- Gaming & Booth Cashiers
- Hotel, Motel, & Resort Desk Clerks

Mid-level
- Gaming Supervisors
- Gaming Managers
- Lodging Managers

Senior
- Market Research Analysts
- Accountants & Auditors

Gaming Surveillance Officers and Gaming Investigators 33-9031 (Entry-level)

Gaming Surveillance Officers and Gaming Investigators observe casino or casino hotel operations for cheating or theft using one-way mirrors or audio/video equipment.

Education & Skill Requirements	Technical Skills: alarm systems, closed circuit television
	Non-Technical Skills: critical thinking, judgment and decision making

Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 350
	CA Growth Rate (2010-14): 32.1%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $12.26 - $21.40
	Typical Educational Attainment: High School Diploma/Equivalency

Gaming Dealers 39-3011 (Entry-level)

Gaming Dealers operate table games by dispensing the appropriate number of cards or blocks to players, or operating other gaming equipment.

Education & Skill Requirements	Technical Skills: table gaming software, mathematics
	Non-Technical Skills: customer service, social perceptiveness

Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 3,660 CA Growth Rate (2010-14): 13.8%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $8.37 - $16.44
	Typical Educational Attainment: High School Diploma/Equivalency

Gaming Change Persons and Booth Cashiers 41-2012 (Entry-level)

Gaming and Booth Cashiers exchange coins, tokens, and chips for patrons' money, issue payoffs, operate a booth in the slot machine area, and count or audit money in drawers.

Education & Skill Requirements	Technical Skills: mathematics, computer
	Non-Technical Skills: customer service, social perceptiveness

Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 920
	Growth Rate (2010-14): 15.7%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $8.73 - $15.00
	Typical Educational Attainment: High School Diploma/Equivalency

Hotel, Motel, and Resort Desk Clerks 43-4081 (Entry-level)

Hotel, Motel, and Resort Desk Clerks register and assign rooms, issue keys, transmit messages, keep records of guest accounts, make and confirm reservations, and collect payments.

Education & Skill Requirements	Technical Skills: computer, administrative software

	Non-Technical Skills: customer service, communication, active listening, coordination
Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency, CTE in Hotel & Lodging)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 2,020
	CA Growth Rate (2010-14): 3.5%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $8.62 - $14.58
	Typical Educational Attainment: High School Diploma/Equivalency

Gaming Supervisors 39-1011 (Mid-level)

Gaming Supervisors coordinate activities of workers in assigned gaming areas, circulate among tables to observe operations, explain and interpret operating rules to patrons, and plan activities and services for hotel/casino guests.

Education & Skill Requirements	Technical Skills: computer, alarm systems
	Non-Technical Skills: customer service, social perceptiveness
Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 350
	CA Growth Rate (2010-14): 11.8%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $9.77 - $35.61
	Typical Educational Attainment: High School Diploma/Equivalency

Gaming Managers 11-9071 (Mid-level)

Gaming Managers plan, direct, and coordinate gaming operations in a casino.

Education & Skill Requirements	Technical Skills: alarm systems, computer, administrative software
	Non-Technical Skills: coordination, critical thinking, evaluation, decision making

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 120
	CA Growth Rate (2010-14): 33.5%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $19.73 - $56.27
	Typical Educational Attainment: High School Diploma/Equivalency or Associate's

Lodging Managers 11-9081 (Mid-level)

Lodging Managers plan, direct, and coordinate activities of any organization or department that provides lodging and other accommodations.

| Education & Skill Requirements | Technical Skills: administrative software, computer |
| | Non-Technical Skills: customer service, communication, planning and decision making |

| Training & Education Providers | Sierra Nevada Job Corps, NV (High School Diploma/Equivalency, CTE in Hotel & Lodging) |

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 300
	CA Growth Rate (2010-14): 1.0%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $13.99 - $52.56
	Typical Educational Attainment: High School Diploma/Equivalency or Associate's

Market Research Analysts and Marketing Specialists 13-1161 (Senior)

Market Research Analysts research market conditions in local, regional, or national areas, gather information to determine potential sales of a product or service, and create marketing campaigns.

| Education & Skill Requirements | Technical Skills: analytical software, database user interface and query software, project management software |
| | Non-Technical Skills: critical thinking, judgment and decision making, problem solving, analysis and interpretation |

Training & Education Providers	Palo Verde College (Associate's in Business Management)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 2,560
	CA Growth Rate (2010-14): 37.6%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $14.95 - $45.87
	Typical Educational Attainment: Bachelor's

Accountants and Auditors 13-2011 (Senior)

Accountants and Auditors examine, analyze, and interpret accounting records, prepare financial statements, give advice, and install systems of recording costs and other financial or budgetary data.

Education & Skill Requirements	Technical Skills: computer, financial analysis software, economics, mathematics
	Non-Technical Skills: critical thinking, organization

Training & Education Providers	Palo Verde College (Associate's in Business Management)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 6,730
	CA Growth Rate (2010-14): 6.9%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $19.45 - $49.75
	Typical Educational Attainment: Bachelor's Degree

Public Safety & Law Enforcement

Despite average statewide decline of roughly 3% since 2010, Public Safety and Law Enforcement is projected to see increased government funding and employment growth. The sector provides career advancement opportunities for those with a high school education; following short training and certification, individuals are qualified for a variety of public safety occupations.

Entry-level
- Title Examiners
- Security Guards
- Police, Fire, & Ambulance Dispatchers

Mid-level
- Firefighters
- Correctional Officers & Jailers
- Police & Sheriff Patrol Officers

Senior
- Paralegals & Legal Assistants
- Court Reporters

Title Examiners, Abstractors, and Searchers 23-2093 (Entry-level)

Title Examiners compile lists of real estate records, mortgages, contracts, and other titles by searching the public and private records of law firms, real estate agencies, or title insurance companies

Education & Skill Requirements	Technical Skills: database and document management, computer/software
	Non-Technical Skills: time management, critical thinking, written comprehension, data & information analysis

Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 540
	CA Growth Rate (2010-14): 31.6%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $16.69 - $43.24

Typical Educational Attainment: High School Diploma/Equivalency & Certification

Security Guards 33-9032 (Entry-level)

Security Guards patrol and monitor premises, and operate x-ray and metal detector equipment to prevent theft or violence.

Education & Skill Requirements	Technical Skills: first aid, firearms
	Non-Technical Skills: critical thinking, active listening, speech clarity, stress tolerance, persistence

Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency, CTE)
	Palo Verde College (Criminal Justice Certification, Associate's Degree)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 14,410
	CA Growth Rate (2010-14): 5.0%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $8.59 - $16.77
	Typical Educational Attainment: High School Diploma/Equivalency

Police, Fire, and Ambulance Dispatchers 43-5031 (Entry-level)

Police, Fire, and Ambulance Dispatchers operate radio, telephone, or computer equipment at emergency response centers, receive reports of crimes, disturbances, fires, and medical emergencies, and relay information to law enforcement or emergency response personnel.

Education & Skill Requirements	Technical Skills: radio frequency scanners, computer/software
	Non-Technical Skills: communication, customer service, critical thinking, speech clarity, active listening

Training & Education Providers	Sierra Nevada Job Corps, NV (High School Diploma/Equivalency)
	Palo Verde College (Criminal Justice Certification, Associate's Degree)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 5,430
	CA Growth Rate (2010-14): 2.1%

Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $30.08 - $55.84

Typical Educational Attainment: High School Diploma/Equivalency

Firefighters 33-2011 (Mid-level)

Firefighters control and extinguish municipal or forest fires and conduct rescue efforts.

Education & Skill Requirements	Technical Skills: first aid, fire suppression technique and tools, analytical software
	Non-Technical Skills: critical thinking, reaction time, dexterity, coordination
Training & Education Providers	Palo Verde College (Certifications)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 3,290
	CA Growth Rate (2010-14): -8.0%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $18.81 - $43.35
	Typical Educational Attainment: Certification

Correctional Officers & Jailers 33-3012 (Mid-level)

Correctional Officers and Jailers guard inmates in correctional institutions, a courtroom, or during transit.

Education & Skill Requirements	Technical Skills: firearms, database management, radio frequency identification, two way radios
	Non-Technical Skills: social perceptiveness, critical thinking, monitoring, reaction time, coordination, communication, speech clarity
Training & Education Providers	Palo Verde College (Criminal Justice Certification, Associate's Degree)
Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 4,550
	CA Growth Rate (2010-14): -11.5%

Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $24.75 - $39.19

Typical Educational Attainment: Certification

Police & Sheriff's Patrol Officers 33-3051 (Mid-level)

Police and Sheriff Patrol Officers enforce local, tribal, State, and Federal laws and ordinances, patrol specific areas, direct traffic, issue summons, investigate accidents, apprehend and arrest suspects, and serve legal processes of courts.

Education & Skill Requirements	Technical Skills: firearms, two way radios, computer/software
	Non-Technical Skills: critical thinking, active listening, social perceptiveness, communication, social perceptiveness

Training & Education Providers	Palo Verde College (Criminal Justice Certification, Associate's Degree)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 5,430
	CA Growth Rate (2010-14): -6.1%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $30.08 - $55.84
	Typical Educational Attainment: Associate's Degree

Paralegals and Legal Assistants 23-2011 (Senior)

Paralegals and Legal Assistants investigate facts, prepare legal documents, and conduct research to support a legal proceeding, formulate a defense, or initiate a legal action.

Education & Skill Requirements	Technical Skills: database management, computer/software, law and government
	Non-Technical Skills: customer service, critical thinking, reading comprehension, oral comprehension, written comprehension, writing, organization & planning, communication

Training & Education Providers	Palo Verde College (Criminal Justice Certification, Associate's Degree)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 2,040 Growth Rate (2010-14): 3.9%

Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $12.36 - $36.51
Typical Educational Attainment: Associate's Degree

Court Reporters 23-2091 (Senior)

Court reporters capture, store, retrieve, and transcribe pretrial and trial proceedings or other information.

Education & Skill Requirements	Technical Skills: voice recognition software, database user interface and query software
	Non-Technical Skills: time management, oral comprehension, speech recognition, organization

Training & Education Providers	Palo Verde College (Criminal Justice Certification, Associate's Degree)

Fast Facts	Riverside/San Bernardino/Ontario Current Employment (2014): 190
	CA Growth Rate (2010-14): 26.8%
	Riverside/San Bernardino/Ontario Hourly Pay Range (2014): $32.66 - $46.55
	Typical Educational Attainment: Associate's Degree

RESEARCH PARTNERSHIP

Palo Verde Valley -

Potential Partner Survey – KEY FINDINGS

```````````````````````````````````````````````````````````````````````````````````````````````````

**Introduction:**

Hello, my name is _____. May I please speak to_____ OR someone involved with planning and/or decision-making at [organization]?

[IF NEITHER A PLANNER OR SOMEONE WITH DECISION MAKING AUTHORITY IS AVAILABLE] Can I speak to a decision maker at your location?

Hello, my name is _____ and I'm calling on behalf of the Palo Verde Adult Education Consortium. The Adult Education Consortium needs your input in a short interview that will be used to develop a stronger response to supporting adult education in the region.

**(If needed):** The interview is being conducted by BW Research, an independent research organization, and should take approximately five minutes of your time.

**(If needed):** Your individual responses will **not** be published; only aggregate information will be used in the reporting of the survey results.

```````````````````````````````````````````````````````````````````````````````````````````````````

Screener Questions

A. Does your company or organization have one or more locations in eastern San Bernardino or Riverside County? (IF YES) How many locations?

    86%   Yes
    14%   No [TERMINATE]

```````````````````````````````````````````````````````````````````````````````````````````````````````

**SECTION 1 - Organization-Related Questions**

I'd like to begin by asking generally about your organization

1. Please describe the services you offer to people or organizations in Eastern San Bernardino or Riverside County (IF NEEDED – This would be the area in and around, Needles, Lake Havasu City, Blythe and Desert Center)

   - **WIA or WIOA programs**
   - **CALworks employment**
   - **Nothing yet but plan on offering services in the fall**
   - **Computer classes**
   - **Job readiness skills**
   - **Supportive and educational services**
   - **Case management services**
   - **High school diploma**

Next, I would like to ask about your organization and adult education services. For this survey, adult education includes

   - **Basic skills for adults** (IF NEEDED – This includes adult literacy, and courses and services to receive a GED or High School diploma)
   - **Courses and programs for immigrants** (IF NEEDED – This includes programs that teach English to non-English speakers and support people getting citizenship),
   - **Career and Technical Education** (IF NEEDED – This includes courses and/or programs to train people for employment in specific industries and/or occupations)
   - **Adults with disabilities** (IF NEEDED – This includes any courses and/or programs to assist adults with disabilities to be more self-sufficient).
   - **Apprenticeships (**IF NEEDED – This includes training through a formal or informal apprenticeship program)

2. Does your organization provide adult education services directly or indirectly by assisting individuals who could benefit from any of these adult education services? (ANSWERING 1 AND 2 IS ACCEPTABLE) (MULTIPLE RESPONSES ALLOWED WILL EQUAL MORE THAN 100%) **(n=14)**

       **50%     Yes directly, by providing adult education services**

|      |                                                                                                    |
|------|----------------------------------------------------------------------------------------------------|
| 21%  | **Yes, indirectly, by providing services to assist those who could use adult education services** |
| 36%  | **No, our organization does not directly or indirectly support any of the adult education services that were identified** |
| 0%   | **DK/NA**                                                                                          |

IF Q1 = "Yes" ASK Q2 AND Q3 OTHERWISE SKIP

3. Which of the following Adult Education services does your organization provide directly? (MULTIPLE RESPONSES ALLOWED WILL EQUAL MORE THAN 100%) **(n=6)**

|      |                                                    |
|------|----------------------------------------------------|
| 100% | **Basic skills for adults**                        |
| 17%  | **Courses and programs for immigrants**            |
| 67%  | **Career & Technical Education (CTE)**             |
| 17%  | **Courses and programs for Adults with Disabilities** |
| 0%   | **Apprenticeship programs**                        |

4. Please describe any adult education programs that your organization provides.

- **Beginning Computer Course**
- **Workforce Training**
- **Job Readiness Classes (resume building, job search courses, preparation for interviews)**
- **Vocational rehabilitation center**
- **Work with partners to identify training courses**

**SECTION 2 –OTHER ADULT EDUCATION ORGANIZATIONS IN EASTERN SB OR RIV COUNTY**

5. Next, are you aware of any organizations in Eastern San Bernardino or Riverside County (IF NEEDED – This would be the area in and around, Needles, Lake Havasu City, Blythe and Desert Center) that directly or indirectly provide Adult Education Services (Library, K-12 School Districts, Non-Profits that assist underserved communities,..). If yes, could you please provide their name and any relevant contact information?

- **Check the school districts in the region – they should be providing services**
- **Check the schools in the area**
- **Not sure**
- **None that I know of**
- **Twin Palms Continuation High School**
- **Blythe Community School (Comeback Kids Program 18-24, high school diploma)**

7. Lastly, would you be willing to advise on how to best serve and assist Adult Education students in the greater Eastern San Bernardino and Riverside County area?

   [If yes] we will forward on your contact information to the regional Adult Education Consortium and they will contact you. Your contact information will not be used for anything else.

**Needles Center for Change – Patti Munson (Program Manager) 760.326.4590 pmunson@mhsinc.org**

**Palo Verde Valley District Library – Kim Williams (Director) 760.922.5371 kwilliams@blythelibrary.org**


**Fort Mojave Indian Tribe WIA One-Stop Program – Jessica Mills, 928.346.1787 ext. 106, jessicamills@fortmojave.com**


**San Bernardino County Public Library, Joan Meis Wilson, 760.326.9255,**

**jmeis-wilson@lib.sbcounty.gov**


**Workforce Investment Board of Riverside County & EDD, Blythe One-Stop – Robert Sanchez, Director, 760.922.0103, Robert.Sanchez@edd.ca.gov**


**Palo Verde Unified School District – Kristin Tennefos, Assistant Program Manager, 760.922.4164 ext. 1239, ktennefos@pvusd.us**


**Blythe Community School – Michelle Wuertz, 760.922.0944**


**Thank you for completing the survey. Since it sometimes becomes necessary for the project manager to call back and confirm responses to certain questions, I would like to verify your contact information.**


A.  First and Last Name of Respondent _____

B.  Position of Respondent _____

C.  Phone of Respondent _____

D.  Email of Respondent _____

E.  Name of Company _____

F.  Company Address (including City) _____

**Those are all the questions I have.**
**Thank you very much for your time.**

# AB86

COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

## Palo Verde Regional Consortium

# Regional Comprehensive Plan

Submitted by Dr. Eva Margarita Munguía **// March 1, 2015**

# Table of Contents

## Introduction

### AB86 Overview

The 2013-2014 State Budget appropriated $25 million to the California Community College Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants. The funds will be provided to eligible consortia for the purpose of developing regional plans for adult education. Assembly Bill 86 (AB 86) outlines expectations for consortium development as well as planning and implementation requirements to establish the Adult Education Consortium Program. The intent of AB 86 is to expand and improve the provision of adult education –via these consortia– with incremental investments starting with the 2015-16 fiscal year.

### Regional Consortia Information

The AB86 Planning Grant is a noncompetitive grant for regional consortia made up of K-12 school districts and community college districts within the 72 community college district boundaries to develop plans to better serve the educational needs of adults. The Palo Verde Community College District (PVCCD) has identified its adult education stakeholders that will need to engage in a comprehensive planning process to achieve the key objectives as outlined in the grant that each consortium must address.

The PVCCD Consortium has recently identified and hired Full Capacity Marketing, Inc., (FCM) for the remainder of the planning grant to ensure that the grant objectives are met.  This contract with FCM was Board Approved on December 9, 2014, to provide research and analysis as part of the AB86 Adult Education planning grant. Services will include project planning, meeting facilitation, communications, market research and data, summit development and facilitation, and post-summit strategy.  Agreement will be in effect beginning December 10, 2014, and ending June 30, 2015. Total fee for services is $124,715.00, to be paid from the AB86 Adult Education Planning Grant; however, FCM will provide invoices monthly for only actual deliverables. FCM has extensive background and experience in AB86 and California's education

market and serves as strategic consultant for the statewide AB86 initiative, the Doing What Matters framework, and the Economic and Development programs of the California Community Colleges. FCM submits this scope of work to the PVCCD, detailing how the assigned team would facilitate the group, develop the collaborative plan, and communicate the results.

Given the late start date of the consortium, FCM recommends a set of deliverables to support PVCCD in the development of the mandatory final report in March 2015 that will detail key strategies, followed by an onsite event in the second phase of the project to garner more stakeholder input. Therefore, as FCM provides the fiscal agent with project deliverables, the preliminary comprehensive report will be updated until final comprehensive report is finalized to meet all grant objectives.

### Palo Verde College Regional Profile

Palo Verde Community College District is divided into two counties: Riverside and San Bernardino. The Regional area is composed between the two cities of Blythe, Ca, and Needles, Ca. Therefore, the demographics for the regional consortia will be between both of these cities. The total population is about 33,946 in which the number living in poverty accounts for 18,229. About 9,199 of the total population do not have a high school diploma, 5,058 are unemployed, and 14,120 are ESL (English as a Second Language). Further, there are about 3,436 adults with disabilities, 4,850 without citizenship and 5,387 are illiterate.

## Palo Verde College Adult Education Members and Partners

Palo Verde College Consortium is comprised of two high school districts and the only community college serving Riverside and San Bernardino County in Blythe and Needles, Ca. The consortium members consist of the following:

| |
|---|
| Palo Verde Community College, Fiscal Agent |
| Palo Verde Unified School District |
| Needles Unified School District |

## Consortium Partners

Some consortium partners have been identified. Partner participation and responsibilities will be discussed and defined during the planning process. The Palo Verde College Consortium partners are identified as follows:

| |
|---|
| Twin Palms Continuing Education |
| Desert Eagle School and Testing Center |
| Fort Mohave Indian Tribe Education Department |
| Chemehuevi Indian Tribe Education Department |
| Needles Center for Change |
| Blythe Area Chamber of Commerce |
| City of Needles |
| Ironwood State Prison |
| Fort Mojave Indian Tribe WIA OneStop Program |
| Chuckawalla Valley State Prison |
| Set Free |
| San Bernardino County Social Services |
| San Bernardino County Aging Programs |

## Accountability

The Palo Verde College Consortium is yet to have discussions regarding accountability to ensure that each of the members and partners is held accountable for providing quality adult education services in the regional area.  FCM will plan and reach out to members and partners to start this dialogue. The PVCCD Consortium believes in the importance of having dialogue regarding tracking adult education students' progress and helping

them to successfully complete adult education programs and transition to Palo Verde College to further their education or to a career technical education program that may be available in the regional area.

## The Planning Process

The Palo Verde Consortium has contracted with FCM to assist with the planning process. Work began in late January once the college was back in session for the Spring 2015 semester.  Due to the timeline for the reporting deadline, the planning will be continued in phases.  The initial phase will include data collection, an economic and demographic analysis, and a survey of local employers.  Additionally, this phase will include an initial meeting series.  Once the initial meeting series is completed, a second phase, which will include a regional event, will be initiated to continue the planning efforts.

For the first phase, BW Research Partnership, Inc.,, the sister company of FCM, sent surveys to member and partner organizations to document current adult education services available in the Palo Verde region. They have also completed a demographic and economic analysis of the region and conducted an employer survey to better understand regional needs for adult education.

In addition to the research being completed by BW Research, a series of meetings has begun with the Palo Verde Consortium members and partners. The below meeting plan is a very condensed, quick series of meetings over a series of four weeks that began the week of January 26th, concluding the week of February 16th.  While the intent of these meetings was to cover as much of the planning requirements as possible, due to the short timeline and limited time available to meet, the strategies identified were not able to be fully developed. The major goal was to complete Objectives 1, 2, and identify the gaps by March 1st, which is being conducted by the BW Research team.  The meetings oriented and brought together the key stakeholders in the region who have not met since July of 2014.  FCM facilitated an initial orientation meeting to garner buy-in from the members and partners that have thus far not been engaged

in regional planning. The group that attended these meetings was made up of a mix of faculty and administrators from the member and partner organizations.

During the meeting series, FCM presented strategies identified by other regional consortia for the various objectives. This provided a menu of options from which the work group could start to shape a plan relating to each of the objectives. Additionally, the participants were asked to brainstorm strategies they would like to see initiated locally to address transitions, acceleration, gaps, and professional development. It was not expected that a well-developed plan for each of the objectives would be achievable in only four meetings. These conversations will have to continue following the March 1 deadline, but the intent of these meetings will be to get the region started down the path to forge a comprehensive plan.

Below is an overview of the initial meeting series conducted from the end of January through mid-February.

## To-Do List for Meeting Series:

- Orient members and partners on AB86
- Identify a work group of administrators and faculty, as well as partners who will be a part of this planning process
- Establish communications structure with regional members and partners
- Determine gaps
- Establish potential strategies for objectives 3-7

## Meeting 1: Welcome, Overview of AB86, Planning Requirements, Plan for Planning, Acceleration Strategies

## Meeting Goals:

- Orient regional consortia members and partners so that they understand what AB86 is about and the purpose for the regional planning effort.
- Introduce the planning requirements and educate them on the process we will take in order to accomplish as much of the planning requirements as possible prior to the March 1 deadline.

- Establish communication protocols
- Get commitment to planning process
- Identify work group of members and partners who will be attending the following meetings
- If time - Present acceleration strategies that could be appropriate for the region and begin conversation on which strategies might work for them.

## Meeting 2: Transition Strategies
## Meeting Goals:

- Present possible strategies for student transitions
- Consensus on one or more strategies to include in plan for region

## Meeting 3: Acceleration Strategies and (if time) Professional Development
## Meeting Goals:

- Present possible strategies for student acceleration
- Brainstorm strategies for acceleration strategies to include in plan
- Discuss joint professional development needs and determine which will be included in the regional plan (if time allows)

## MEETING 4: Addressing the Gaps

## Meeting Goals:

- Review data collected by BW Research (highlights) and gaps identified
- Determine solutions to address these gaps to include in the regional plan

# Objective 1

## Palo Verde Community College Consortium

# OBJECTIVE 1:
## Evaluation of Existing Adult Education Programs Offered

### Palo Verde College Adult Education Services

The Palo Verde Community College Adult Education Consortium currently offers limited adult education services throughout the regional area in the five program areas. Below, in figure one, is a map of the services available in the region.

**Figure 1: A Map of Program Area Services**



### Elementary and Secondary Basic Skills/ High School Diploma, GED/HSE Prep Courses, and Literacy Courses

There are no services and programs identified as of yet in High School Diploma under Adult Education in the region. This area may be modified as FCM continues progress in the deliverable of services for the PVCCD Consortium. There are no dedicated GED prep courses at Palo Verde College. There is a basic literacy and numeracy class: NBE 080 and NBE 099. No other GED prep courses have been identified outside of jail or Native American Tribal education programs. In Blythe, there is the Twin Palms Continuation High School. Contacts at this school have been unresponsive, but according to their website, they offer credit recovery and high school courses available to students ages 16 to 19. Their services are not available for students older than 19.

## Table 1: Program Area 1 Providers and Services

| Program Area | Organization | Course/Program | Credit or Non-Credit |
|---|---|---|---|
| Program Area 1: ABE/ASE | Palo Verde College | ENG 081: Basic Writing I<br>ENG 082: Basic Writing II<br>ENG 087: Supplemental Instruction for Basic Writing I<br>ENG 088: Supplemental Instruction for Basic Writing II<br>MAT 080: Basic Arithmetic Skills<br>MAT 082: Arithmetic Fundamentals with Lab | Credit |
| Program Area 1: ABE/ASE | Palo Verde College | NBE 080: Reading & Writing Improvement<br>NBE 099: Life Skills Math | Non-credit |
| Program Area 1: ABE/ASE | Twin Palms | GED prep and testing, HSD program, and CAHSEE testing for students up to the age of 19 | Non-credit |
| Program Area 1: ABE/ASE | For Mojave Indian Tribe Education Department | GED and HSD | Non-credit |
| Program Area 1: ABE/ASE | Chemehuevi Indian Tribe Education Department | GED and HSD | Non-credit |
| Program Area 1: ABE/ASE | Needles Center | Not specified | Non-credit |
| Program Area 1: ABE/ASE | Ironwood State Prison | GED and HSD | Non-credit |
| Program Area 1: ABE/ASE | Chuckawalla Valley State Prison | GED and HSD | Non-credit |

# ESL and Classes and Courses for Immigrants

The only service provider for ESL and classes and courses for immigrants is Palo Verde College.  See Table 2 below for a listing of the college's programs.

## Table 2: Program Area 2 Providers and Services

| Program Area | Organization | Course/Program | Credit or Non-Credit |
|---|---|---|---|
| Program Area 2: ESL and Classes and Courses for Immigrants | Palo Verde College | ESL 080: Beginning Language I<br>ESL 081: Beginning Language II<br>ESL 082: Intermediate Language I<br>SL 096: Advance Language I | Credit |
| Program Area 2: ESL and Classes and Courses for Immigrants | Palo Verde College | ABE 069 Vocational Conversational Spanish | |
| ABE 075 Basic Vocational Skills | | | |
| ABE 081 ESL Entry Level II | | | |
| ABE 090 ESL Entry Level I | | | |
| NBE 070: Citizenship for Immigrants | | | |

# Non-credit Programs for Adults with Disabilities

No non-credit courses for adults with disabilities are offered in the Palo Verde College Consortium Region. The college does offer accommodations for students with disabilities through their DSP&S services department.

## Short-term CTE

**Note:** The CTE credit programs and courses are not included in the AB 86 plan; however, they are exemplified since these will be potential programs adult education students can transition into. Furthermore, this list does not reflect transfer programs.

**Apprenticeships**: No programs are offered for this program area.

## Table 3: Program Area 4 Providers and Services

| Program Area | Organization | Course/Program | Credit or Non-Credit |
|---|---|---|---|
| Program Area 4: Short Term CTE | Palo Verde College | **Business:**<br>• Business Management<br>• Business Literacy<br>• Small Business Management | Credit |
| Program Area 4: Short Term CTE | Palo Verde College | **Industrial Technology:**<br>• Automotive Technology<br>• Automotive Fabrication<br>• Building Construction Technology<br>• Welding Technology<br>• Water Technology | Credit |
| Program Area 4: Short Term CTE | Palo Verde College | **Child Development:**<br>• Child Development<br>• Child Development: Teacher<br>• Child Development: Associate Teacher | Credit |
| Program Area 4: Short Term CTE | Palo Verde College | **Health and Science:**<br>• Agriculture Crop Science<br>• Alcohol and Drug Studies<br>• Nursing – LVN<br>• Nursing – Certified Nurse Assistant<br>• Emergency Medical Services<br>• Phlebotomy | Credit |
| Program Area 4: Short Term CTE | Palo Verde College | **Public Safety:**<br>• Fire Science Technology<br>• Firefighter I<br>• Criminal Justice | Credit |
| Program Area 4: Short Term CTE | Twin Palms | • Services available to adults up to age 19<br>• CTE certificate programs not specified | Non-credit |
| Program Area 4: Short Term CTE | Ironwood State Prison | • TBD- CTE certificate programs not specified | Non-credit |
| Program Area 4: Short Term CTE | Chuckawalla Valley State Prison | • TBD- CTE certificate programs not specified | Non-credit |

# Objective 2

**Palo Verde Community College Consortium**

# OBJECTIVE 2:
## An Evaluation of Current Needs

## Executive Summary

The Palo Verde Adult Education Consortium commissioned BW Research Partnership, Inc. (BW Research) to provide research assistance to support the AB 86 adult education planning effort. BW Research focused its efforts in two areas. First, they developed a demographic profile of Needles, Blythe, and Desert Center and the potential needs for adult education in the region. Second, they conducted an analysis to develop a better understanding of employer needs and the regional labor market, particularly in the context of opportunities for adult education in the region. This report details the initial findings of the demographic analysis of the region and an employer survey research effort in the region.

As part of the analysis, BW Research completed 150 employer surveys in eastern San Bernardino and Riverside County. The businesses that participated in the telephone surveys were categorized by size and industry to ensure a diverse sample among both dimensions. The margin of error for the following survey results is +/- 7.5% for those questions answered by all 150 participants, representing eastern San Bernardino and Riverside County businesses.

## Key Findings

1. **Technology is important, deficient and is of interest to employers:** The ability to use technology and learn new technology tools and applications was reported important ("Extremely important" and "Important") by 81 percent of employers. Additionally, more than half (56%) of employers indicated that technical training and expertise specific to the position applicants are applying for was often or sometimes deficient. Furthermore, 64 percent of employers indicated they had some or great interest in a training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace.

2. **The Health Care and Social Assistance industry is one of the biggest employers in the region:** Of those jobs that required some college, an associate's degree, or a postsecondary non-degree award, the Health Care and Social Assistance industry is the largest employer in the region (using traditional 2-digit NAICS). Also, five of the top 10 occupations by annual openings are healthcare occupations: Registered Nurses, Licensed Practical and Licensed Vocational Nurses, Nursing Assistants, Medical Assistants, and Emergency Medical Technicians and Paramedics. It is noteworthy that four of these five occupations do not have award completions in the region due to the nonexistence of educational providers in the region.

3. **Communication skills are important:** 9,115 individuals, from Needles, Desert Center, and the largest portion from Blythe spoke a language other than English at home, of which 31 percent spoke English less than "very well". Additionally, seventy percent of regional employers said the ability to speak and communicate with customers and colleagues was extremely important and just under half of them (49.2%) indicated that their job applicants or recently hired workers were often or sometimes deficient in this area.

4. **Formal educational attainment in the region is low:** Three out of ten residents in the region 25 years or older have a High School diploma (or an equivalency) as their highest level of education, and another 30 percent of residents have not even met the requirements for a High School diploma or its equivalency as their highest level of formal education. Overall, about eight percent of residents (25 years or older) in the Palo Verde region have a 4 year college degree or higher, compared to 30 percent for all California residents. These low levels of educational attainment, can create challenges for finding a qualified workforce among current employers, not to mention growing new businesses within the region.

## Regional Demographic Profile

The Palo Verde region (Needles, Blythe, and Desert Center) is home to approximately 34,116 residents. The region has experienced a two percent growth in population from 2008 to 2014, considerably lower than the level of growth in California's (6%) population over the same period of time. The following section highlights the different demographic characteristics of the region.

The figure below displays the proportional composition of the region's population by age. Forty-six percent of the region's inhabitants were 34 years of age or younger in 2014. This is smaller, but closely comparable to the proportion of those that are 34 years of age and younger in California (49%) and for the nation as a whole (47%).

## Figure 2: Age (2014)[1]



Legend:
- 19 years and younger
- 20 to 24 years
- 25 to 29 years
- 30 to 34 years
- 35 to 39 years
- 40 to 49 years
- 50 to 64 years
- 65+ years

A majority of persons five years old and over spoke only English at home in 2013 in Needles, Blythe, and Desert Center. More specifically, 92 percent of Needles residents, 55 percent of Blythe residents, and 84 percent of Desert Center residents spoke only English at home. Blythe had a higher proportion of residents that spoke Spanish at home in comparison to Needles and Desert Center, by a large margin.

## Figure 3: Language Spoken at Home (2013)[1]



| | | |
|---|---|---|
| | Needles | |
| Only English | 92.4% | |
| Spanish | 4.8% | |
| Asian and Pacific Islander | 1.2% | |
| Other Indo-European Languages | 0.6% | |
| Other | 0.9% | |
| | Blythe | |
| Only English | 55.1% | |
| Spanish | 41.7% | |
| Asian and Pacific Islander | 1.8% | |
| Other Indo-European Languages | 0.9% | |
| Other | 0.6% | |
| | Desert Center | |
| Only English | 84.3% | |
| Spanish | 14.0% | |
| Asian and Pacific Islander | 0.0% | |
| Other Indo-European Languages | 1.7% | |
| Other | 0.0% | |

1. American Community Survey (ACS) 2013 five year estimates

Approximately 3,783 people living in Needles, Blythe, and Desert Center in 2013 were born outside the United States (foreign born). Furthermore, 9,115 individuals spoke a language other than English at home, of which 31 percent spoke English less than "very well".

Those who spoke English less than "very well" were:

- 2,626 Spanish speakers
- 122 Asian and Pacific Islander language speakers
- 50 Other Indo-European language speakers
- 14 Other language speakers

Spanish is the most widely utilized language other than English, with approximately 8,363 residents in 2013 that spoke the language at home (either exclusively or mixed with English or another language).

## Figure 4: Language Other than English Spoken at Home (2013)[2]

Fourteen percent of residents 25 years or older in Needles, Blythe, and Desert Center (2,476 residents) had completed at least an associate's degree or more in 2013, compared to 38 percent in California. Eight percent (1,496 residents) possessed a bachelor's degree or a graduate or professional degree, compared to 31 percent in California. Meanwhile, 30 percent of residents 25 years or older (5,362 residents) had completed less than a high school degree or its equivalent, compared to 19 percent in California in 2013.

## Figure 5: Educational Attainment (2013)[3]



Legend:
- Graduate or professional degree
- Bachelor's degree
- Associate's degree
- Some college, no degree
- High school graduate (includes equivalency)
- 9th to 12th grade
- Less than 9th grade

| | Needles, Blythe & Desert Center | California | Nation |
|---|---|---|---|
| Graduate or professional degree | | 11.2% | 10.8% |
| Bachelor's degree | 5.6% | 19.4% | 18.0% |
| Associate's degree | 5.4% | 7.8% | 7.8% |
| Some college, no degree | 26.4% | 22.1% | 21.2% |
| High school graduate (includes equivalency) | 30.2% | 20.7% | 28.1% |
| 9th to 12th grade | 19.8% | 8.5% | 8.0% |
| Less than 9th grade | 9.8% | 10.2% | 5.9% |

## Regional Employer Profile

In 2014, there were approximately 769 jobs in Blythe, Needles and Desert Center that required some college, an associate's degree, or a postsecondary non-degree award. These jobs were highlighted because of their relevance to adult education providers. This group of workers experienced growth of one percent, or an additional 10 jobs from 2008 to 2014. Including replacement jobs, the total average annual openings for occupations that required some college, associate's degrees or postsecondary non-degree awards was approximately 21 jobs from 2008 to 2014 for the region.

The proportion of jobs that require lower formal education levels (74%) is larger in the region when compared to California (66%). The proportion of jobs that have medium education levels is the same as California (10%), and the proportion of jobs that have high education levels is smaller than in California (24%).

## Table 4: Job Growth by Education Level

| Education Level | 2014 | Proportion of Jobs |
|---|---|---|
| **High**: Bachelors, masters, doctoral or professional degree | 1,237 | 16% |
| **Medium**: Associates degree, postsecondary non-degree award, or some college, no degree | 769 | 10% |
| **Low**: High school diploma or equivalent, or less than high school | 5,701 | 74% |

**The largest employers in the region (using traditional 2-digit NAICS) for the jobs that require more than a high school diploma and less than a 4 year degree include:**

- **Health Care and Social Assistance** (233 jobs in 2014, 39.0% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which General Medical and Surgical Hospitals (102 jobs in 2014), Nursing Care Facilities (Skilled Nursing Facilities) (35 jobs in 2014), and Ambulance Services (29 jobs in 2014) make up the majority of total employment in the broader industry.

- **Government** (152 jobs in 2014, 25.5% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which Education (Local Government) (49 jobs in 2014), Local Government, Excluding Education and Hospitals (49 jobs in 2014), and Hospitals (Local Government) (18 total jobs in 2014) represent the majority of employment within the wider industry.

- **Transportation and Warehousing** (71 jobs in 2014, 11.9% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which General Freight Trucking, Long Distance (44 jobs in 2014) and Motor Vehicle Towing (17 jobs in 2014) account for the majority of total jobs in the broader industry.

- **Crop and Animal Production** (33 jobs in 2014, 5.5% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which Support Activities for Crop Production (17 jobs in 2014) and Crop Production (14 jobs in 2014) represent the majority of total jobs in the wider industry.

The figure below offers an illustration of the aforementioned industries by relative employment size (size of the sphere – employment for occupations that require some college, an associate's degree, or postsecondary non-degree award), state location quotient (LQ)[4], and growth from 2008 to 2014. Health Care and Social Assistance experienced growth, while Government, Transportation and Warehousing, and Crop and Animal Production experienced a decline in employment from 2008 to 2014. Furthermore, Healthcare and Crop and Animal Production have a higher average employment concentration in the region in comparison to California's economy.

## Figure 6: Key Industries by Concentration and Employment Growth from 2008 to 2014



**2008-2014 % Employment Growth**

○(1) Health Care and Social Assistance
○(2) Government
○(3) Transportation and Warehousing
○(4) Crop and Animal Production

---

4. A location quotient (LQ) of 1.0 indicates that a region has the average employment for a given industry cluster in comparison to the State economy. An LQ of 2.0 indicates the region has twice the average employment for a given industry cluster in comparison to the State economy.

## Regional Occupational Openings

In the region, Registered Nurses and Heavy and Tractor-Trailer Truck Drivers each accounted for 24 percent of all annual openings for jobs that require some college, an associate's degree, or a postsecondary non-degree award. Licensed Practical and Licensed Vocational Nurses, Nursing Assistants and Teacher Assistants accounted for 29 percent of all annual openings. A majority of these occupations have a typical education requirement of a postsecondary non-degree award.

## Table 5: Top 10 Occupations by Annual Openings (2013)

| Occupation | 2013 Jobs | Annual Openings | Regional Completions (2013) | Median Hourly Earnings | Level |
|---|---|---|---|---|---|
| Registered Nurses | 106 | 5 | 0 | $41.89 | Associate's degree |
| Heavy and Tractor-Trailer Truck Drivers | 134 | 5 | 0 | $20.08 | Postsecondary non-degree award |
| Licensed Practical and Licensed Vocational Nurses | 21 | 2 | 0 | $21.51 | Postsecondary non-degree award |
| Nursing Assistants | 35 | 2 | 21 | $12.48 | Postsecondary non-degree award |
| Teacher Assistants | 46 | 2 | 0 | $13.96 | Some college, no degree |
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | <10 | 1 | 0 | -- | Postsecondary non-degree award |
| Computer User Support Specialists | 12 | 1 | 0 | $23.61 | Some college, no degree |
| Medical Assistants | 19 | 1 | 0 | $12.50 | Postsecondary non-degree award |
| Firefighters | 22 | 1 | 0 | $26.39 | Postsecondary non-degree award |
| Emergency Medical Technicians and Paramedics | 30 | 1 | 0 | $11.37 | Postsecondary non-degree award |

## Training Gap & Surplus

Of the top 10 occupations, the only occupation with a surplus in training was Nursing Assistants, with 21 completions and two openings. The other nine occupations had no educational completions due to the non-existence of related program types in the region.

### Business Survey Results

The Palo Verde Educational Consortium commissioned BW Research Partnership, Inc. to develop a profile of regional businesses to better understand adult education needs within the region. As part of the research, 150 businesses in San Bernardino and Riverside Counties completed a survey.

### Business Profile

A majority of businesses surveyed (75%) indicated they have one business location in eastern San Bernardino or Riverside County, while 12 percent have two to four locations, and eight percent have five or more locations in the region.

## Figure 7: Business Locations in Eastern San Bernardino or Riverside County

More than three-quarters of businesses (85%) reported they employ less than 25 full-time and part-time employees at their location. For this study, small businesses were considered 1 to 10 employees (72% of respondents), medium sized businesses were considered 11 to 24 employees (13% of respondents), and large businesses were considered 25 or more employees (13% of respondents).

## Figure 8: Permanent and Temporary Employees

Business respondents were more likely to identify with food and accommodation services, retail, and finance and insurance industries while fewer participants identified with healthcare services, manufacturing, business support services, and other industries.

## Figure 9: Industries Businesses Most Closely Identified With



Food and accommodation services — 24.0%
Retail — 11.3%
Finance and insurance — 10.0%
Agriculture — 6.7%
Education
Professional, scientific and technical services (including consulting)
Transportation and logistics (Railroad, trucking, etc.)
Building and design (includes construction, architecture, and engineering) — 2.7%
Healthcare services — 2.0%
Manufacturing — 0.7%
Business support services (includes employment and management services) — 0.7%
Other — 29.3%

Respondents were allowed to identify with more than one occupation, so results add up to more than 100 percent.

## Hiring Expectations in the Next Year

Twenty-eight percent of businesses surveyed expected to add employees over the next 12 months, resulting in an anticipated growth rate of six percent. Sixty-eight percent of firms indicated that employment levels would not change over the next year and one percent said they expected to have fewer total employees by the next year.

## Figure 10: Hiring Expectations for the Next 12 Months



Same Number 68.0%

Fewer: 0.7%

Don't know No answer 3.3%%

More 28.0%

## Entry-Level Hiring Challenges and Assessment

Businesses were asked how many of their full-time and part-time employees that work at their location typically require less than a 4-year college degree as their expected level of education for employment. The majority of employers (68%) indicated lower educational requirements, saying 75 to 100 percent of their employees typically required less than a 4-year college degree.

## Figure 11: Employees that Require Less than a 4-Year College Degree



DK/NA answers were omitted from this analysis

Businesses that employ workers that are required to possess less than a 4-year degree were asked which primary occupations they employ. Cleaners, helpers or laborers and administrative or clerical support workers were the top two occupations that typically have less than a 4-year college degree as their expected level of education for employment.

## Figure 12: Primary Occupations or Positions that Typically Have Less Than a 4-Year College Degree

Businesses that employ workers that require less than a 4-year degree were asked about their difficulty finding qualified applicants who meet the organization's hiring standards. The largest proportion of employers (43%) had little to no difficulty finding qualified applicants who are required to have less than a 4-year degree, while 32 percent had "Some difficulty" and 25 percent had "Great difficulty" finding qualified applicants.

# Figure 13: Difficulty Finding Applicants that Require Less than a 4-Year Degree



## Importance of Education, Experience, Training, or Skills for Entry-Level Applicants

**Employers were asked the importance of education, experience, training or skills** when considering candidates for positions at their firm that do not require a 4-year college degree. Of those attributes that an employer identified as "Important" or "Extremely important", a follow-up question was asked to determine whether recent job candidates or newly hired individuals were deficient in that area.

**Figure 13** displays the relationship between the importance of and the deficiency in education, experience, training or skills. Attributes in the upper right hand quadrant indicate high importance and high deficiency while attributes in the lower left hand quadrant represent low importance and low deficiency.

Of the eight attributes that were evaluated, those with the higher importance ratings included;
- Ability to speak and communicate with customers and colleagues
- Ability to write and document complex information
- Ability to use technology and learn new technology tools and applications
- Ability to work with others and contribute as part of a team

Of the eight attributes that were evaluated, those with higher deficiency ratings included;
- An associate's degree
- Technical training and expertise specific to the position they are applying for

## Figure 14: Importance of and Deficiency in Education, Training, Skills and Experience in Entry-Level Applicants



A. An industry recognized credential or certificate
B. At least one year of industry related work experience
C. Ability to speak and communicate with customers and colleagues
D. An associates degree
E. Ability to write and document complex information
F. Ability to use technology and learn new technology tools and applications
G. Ability to work with others and contribute as part of a team
H. Technical training and expertise specific to the position they are applying for

The size of the sphere represents the amount of employers who answered the attribute as "Very important" or "Somewhat important".

**Employers who had "Great difficulty"** finding qualified applicants that require less than a 4-year degree were more likely to report that the following skills were "Extremely important" (90%) when compared to employers who have "Little to no difficulty" or "Some difficulty";

- Ability to speak and communicate with customers and colleagues (91% of those who reported "Great difficulty" vs 65% of those who reported "Some difficulty" and 60% of those who reported "Little to no difficulty").

- Ability to write and document complex information (63% of those who reported "Great difficulty" vs 43% of those who reported "Some difficulty" and 27% of those who reported "Little to no difficulty").

- Ability to use technology and learn new technology tools and applications (53% of those who reported "Great difficulty" vs 35% of those who reported "Some difficulty" and 20% of those who reported "Little to no difficulty").t

- Ability to work with others and contribute as part of a team (91% of those who reported "Great difficulty" vs 83% of those who reported "Some difficulty" and 67% of those who reported "Little to no difficulty").

**Large firms were more likely** to state that the ability to speak and communicate with customers and colleagues was "Extremely important" (80%) when compared to medium firms (47%) and small firms (70%).

**Employers who had "Great difficulty"** or "Some difficulty" finding qualified applicants that require less than a 4-year degree were more likely to report that the ability to write and document complex information were "Often deficient" in their job candidates or recently employed workers for positions that do not require a 4-year college degree when compared to employers who have "Little to no difficulty" (28% of those who reported "Great difficulty" and 30% of those who reported "Some difficulty" vs 10% of those who reported "Little to no difficulty").

Please note for all size survey response analyses throughout this report: Although the survey sampling plan included a focus on firms by size, the sample sizes within two of the three size categories were less than 25 respondents – which is the minimum for assuming a normal distribution. As such, caution should be utilized when generalizing the results for medium (n=17) and large (n=20) sized firms.

## Non-Entry Level Hiring Challenges and Assessment

In addition to being asked the difficulty finding applicants that meet the organization's hiring standards in positions where workers typically have less than a 4-year college degree, employers were asked about the difficulty in finding applicants for positions that require a 4-year college degree or more.[5]

Difficulty finding applicants in positions where workers typically have less than a 4-year college degree was 18 percentage points lower than for finding applicants in positions that require a 4-year college degree or more.

## Figure 15: Difficulty Hiring Applicants[6]



Positions that require a 4-year college degree or more (n=44): 25.0% Little to no difficulty, 34.1% Some difficulty, 40.9% Great difficulty

Positions where workers typically have less than a 4-year college degree (n=127): 43.3% Little to no difficulty, 31.5% Some difficulty, 25.2% Great difficulty

■ Little to no difficulty    □ Some difficulty    □ Great difficulty



5. Employers that indicated 100% of their workforce requires less than a 4-year degree were removed.
6. DK/NA answers were omitted from this analysis

## Interest in Training or Educational Programs

Surveyed businesses were presented with potential training and educational programs that could be developed and offered through a community college or local educational facility. More than 60 percent of businesses expressed interest ("Some interest" or "Great interest") in two of the five programs: "A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace" and "A certificate program in specific occupational categories offered at a local educational facility."

## Figure 16: Interest in Potential Training or Educational Programs



For the complete survey completed by employers, see Appendix A.

# Palo Verde College Consortium Needs

We have formalized the participation of the members in the consortium, but FCM will continue to bridge the communication with members and partners to find accurate needs in the region. Because of the geographic nature of the two counties, it has been difficult to have a greater participation between members and partners, but with the assistance of FCM in the development of the objectives and project, further results will soon be available. The consortium has decided not to hire a part-time AB86 project coordinator after all to continue the needs evaluation for both communities because FCM services to the PVCCD Consortium will coordinate services needed to meet this objective. As of now, the consortium members shared that no GED preparation or GED testing is available within our regional area. Therefore, it is a priority in the regional area to provide GED preparation classes and have a local GED testing available at the PVC Blythe campus and at the PVC Needles Center. The Priority Needs may be subject to change due to the research and analysis of the FCM group and will be clearly defined in the final report due March 2015.

## Elementary and Secondary Basic Skills

Due to the limited availability of appropriate funding, no high school diploma programs are offered by Palo Verde College Consortium members. There is no doubt that students would benefit if appropriate financial allocations were to be made. This would enable programs to exist and expand to offer the opportunity to hire additional teaching and staff support. It would increase the availability of materials and resources such as books and access to computers with internet accessibility. Aside from the need of hiring additional instructors, there is a need to provide students with additional academic support in the form of counseling. Currently, some of the instructors act as academic counselors, guiding and advising students as they persist through the adult education programs.

## Classes and Courses for Immigrants

Recent cuts of funding over the last few years have left Adult Education programs with no options other than to limit the services and programs that were being provided to students, many of which are still in great need within the region. If given the opportunity, along with the appropriate funding, PVCCD Consortium would be able to re-instate previous services and programs as well as implement additional new services in the region.

## Short-term CTE

The need for CTE in the regional area is currently under evaluation.

## Programs for Adults with Disabilities

The need for additional programs for adults with disabilities is currently under evaluation.

## Apprenticeships

The need for additional programs for apprentices is currently under evaluation.

# Objective 3

## Palo Verde Community College Consortium

## OBJECTIVE 3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

The PVCCC has met once to discuss strategies relating to integrating programs and creating seamless transitions. The consortium identified several strategies they plan to further explore. Overall, the PVCCC region has very few existing adult education programs. The foremost priority for the PVCCC is to offer some of the programs that are currently missing. These will be outlined in Objective 4, addressing the gaps.

### Challenges to Seamless Transitions

In the Palo Verde region, adult education students face many challenges. The first challenge is the lack of CAHSEE testing, GED and high school equivalency (HSE) preparation and testing, and high school diploma (HSD) programs available in the region for adults. The Twin Palms Continuing Education High School in Blythe offers these services to students who recently dropped out of their regular high school until they are 19. Once a student reaches the age of 19, there are no options for these programs. This means that individuals without a high school diploma or equivalent or even those who have graduated high school but did not pass the CAHSEE, have no options to gain their HSD or HSE. Another challenge is access to classes. The region is very rural, so the lack of public transportation is a challenge to students who don't have regular access to a car. Also, there are few flexible schedule options available to students, so if a person is working full time on a day shift, their options are limited for educational opportunities. Also, family responsibilities, such as childcare or caring for an ill relative, are other challenges. Additionally, there are few options for students as far as CTE programs, so transitioning

into a new career can be challenging. The college is small with few options for short term certificates, and there are no adult schools with CTE programs. In the region, drug and alcohol addiction is pervasive with many students at the college or potential students for HSD or HSE programs who struggle with these issues. Additionally, adults in the region who have low literacy and numeracy skills have no options other than the basic skills courses at the college. While these courses are four levels below college transfer level, they are not designed for individuals with very low or no literacy or numeracy skills and assume a base level of knowledge.

### Strategies for Seamless Transitions

The PVCCC identified several strategies to address the challenges to integration and seamless transitions. These strategies will need to be explored and further developed in order to identify the resources needed, associated costs, responsible parties, methods of assessment and a timeline.

- Offer CTE courses on a compressed schedule, increasing classroom time per week, but decreasing the overall time to complete.

- Align career pathways from the local high school career technical programs to the community college and ensure there are stackable credential options for students transitioning from local high schools.

- Increase community outreach so adults are aware of the programs that are available in the region

- Offer flexible scheduling and online classes to make the transition into an educational pathway possible.

- Expand CTE offerings to better meet the needs of local employers, including programs for public safety such as a police academy and programs for hospitality business.

## Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties (specific school districts and/or community colleges) | Methods of Assessment | Timeline |
|---|---|---|---|---|---|---|
| Transition from school into the workplace | Offer CTE courses on a compressed schedule, increasing classroom time per week, but decreasing the overall time to complete. | TBD | TBD | TBD | TBD | TBD |
| Transition from high school CTE programs to college programs | Align career pathways from the local high school career technical programs to the community college and ensure there are stackable credential options for students transitioning from local high schools. | TBD | TBD | TBD | TBD | TBD |
| Transition back into school | Increase community outreach so adults are aware of the programs that are available in the region | TBD | TBD | TBD | TBD | TBD |
| Transition back into school | Offer flexible scheduling and online classes to make the transition into an educational pathway possible. | TBD | TBD | TBD | TBD | TBD |

# Objective 4

Palo Verde Community College Consortium

## OBJECTIVE 4: Plans to address the gaps identified.

### Adult Education Gaps Identified and Strategies to Address Needs

In the Palo Verde region, several gaps have been identified in the five program areas.  There is ongoing work being conducted by BW Research to fully identify the gaps in the region.  Once all of the gaps are identified, the regional consortium will further develop strategies to address these gaps.

### Elementary and Secondary Basic Skills

Palo Verde Community College Consortium recognizes that the High School Diploma and GED Prep programs offer no services at the moment for adult learners. Some of the themes that stemmed during
this process of addressing the gaps in this program area were the following:

- Additional financial resources are essential;

- Hiring more instructors will enable programs to distribute the case load of the number of students taken on by any one instructor;

- Hiring an academic counselor who can schedule appointments to discuss any questions or concerns regarding the progress of their courses, programs and/or developing plans of next steps after completing and exiting from the program;

- Increasing the access to materials and resources for students by ensuring that instructors are provided
with the appropriate number of books and supplemental materials necessary.

### Classes and Courses for Immigrants

Palo Verde Community College Consortium recognizes that the classes and courses for immigrants are
very limited services to the regional county adult learners. Some of the themes that stemmed during this process of addressing the gaps in this program area were the following:

- Additional financial resources are essential;

- Hiring more instructors will enable programs to distribute the case load of the number of students taken on by any one instructor;

- Hiring an academic counselor who can schedule appointments to discuss any questions or concerns regarding the progress of their courses, programs and/or developing plans of next steps after completing and exiting from the program;

- Increasing the access to materials and resources for students by ensuring that instructors are provided with the appropriate number of books and supplemental materials necessary.

## Short term CTE

The Palo Verde Community College Consortium has not yet determined if there is additional need in the area.

## Programs for Adults with Disabilities

The Palo Verde Community College Consortium has not determined if there is additional need in this area.

## Apprenticeships

The Palo Verde Community College Consortium has not determined if there is additional need in this area.

# Objective 5

Palo Verde Community College Consortium

## OBJECTIVE 5:
## Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals.

The PVC Consortium has met once to discuss strategies for student acceleration. The consortium identified several strategies they plan to further explore.

### Challenges to Acceleration

The PVC Consortium identified several barriers to acceleration. Similar to the challenges students face for seamless transitions, lack of access both due to transportation and lack of services is a large challenge to students. Additionally, family responsibilities such as child care or care for a family member often prevents students from quickly attaining their educational and career goes. Student motivation and lack of an educational and career plan prevent students from moving quickly toward their goals.



### Strategies for Acceleration

- The PV Consortium identified several strategies to address the challenges to student acceleration. These strategies will need to be explored and further developed in order to identify the resources needs, associated costs, responsible parties, methods of assessment, and a timeline.

- Compressed basic skills courses to allow students to move through the below-transfer-level Math and English courses more quickly

- Career-Educational Planning: Provide counselors that can work with a student to identify their career goals and map out an educational plan to help them reach those goals. These counselors would also check-in with students regularly to ensure they are continuing down their planned pathway.

- Establishment of a mentoring program to encourage student persistence.

- Offer a CAHSEE exam preparation course.

- Develop a student's net of support through cohorts: Bundle students with others who have similar career goals and move them through a series of courses together along with organized study groups. Include interim certificates as set of classes are complete to provide small steps of success and build students' confidence.

- Expand various modalities of tutoring: Online tutoring, computer software based tutoring that doesn't rely on internet, in-person tutoring.

# Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

| Description of the Approach | Tasks/ Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member (Specific school district(s) or college(s)) | Methods of Assessment | Timeline |
|---|---|---|---|---|---|---|
| Compressed basic skills courses to allow students to move through the below-transfer-level Math and English courses more quickly | TBD | TBD | TBD | TBD | TBD | TBD |
| Career-Educational Planning: Provide counselors that can work with a student to identify their career goals and map out an educational plan to help them reach those goals. These counselors would also check-in with students regularly to ensure they are continuing down their planned pathway. | TBD | TBD | TBD | TBD | TBD | TBD |
| Establishment of a mentoring program to encourage student persistence. | TBD | TBD | TBD | TBD | TBD | TBD |
| Offer a CAHSEE exam preparation course. | TBD | TBD | TBD | TBD | TBD | TBD |
| Develop a student's net of support through cohorts: Bundle students with others who have similar career goals and move them through a series of courses together along with organized study groups. Include interim certificates as set of classes are complete to provide small steps of success and build students' confidence. | TBD | TBD | TBD | TBD | TBD | TBD |
| Expand various modalities of tutoring: Online tutoring, computer software based tutoring that doesn't rely on internet, in-person tutoring. | TBD | TBD | TBD | TBD | TBD | TBD |

# Objective 6

## Palo Verde Community College Consortium

## OBJECTIVE 6: Plans to Collaborate in the Provision of Professional Development

The plan for this consortium is to provide collaborative professional development to foster alignment to support student outcomes. Conferences that can provide knowledge to improve adult education in the areas of basic skills and technology, as well as new models and instructional strategies to accelerate teaching and learning are sources for professional development the consortium has strong interest in. Field experts for collaborative activities are also being considered to provide in-house training for stakeholders involved.

# Objective 7

## Palo Verde Community College Consortium

## OBJECTIVE 7:
## Plans to Leverage Existing Regional Structures

The plans to integrate structures and increase collaboration within the region communities include, but are not limited to, local Workforce Investment Boards, Chambers of Commerce, county departments and the city of Blythe and Needles. As further evaluation of current structures in the region occurs, other industries will be included.

# Appendix A

## Palo Verde Community College Consortium

# APPENDIX A: EMPLOYER SURVEY TOPLINES

**[bw] RESEARCH PARTNERSHIP**

**Adult Education AB 86**
**Employers (n=150)**
**January 2015**

**Palo Verde -**
**Employer Survey Toplines**

``````````````````````````````````````````````````````````````````````````````````````````````
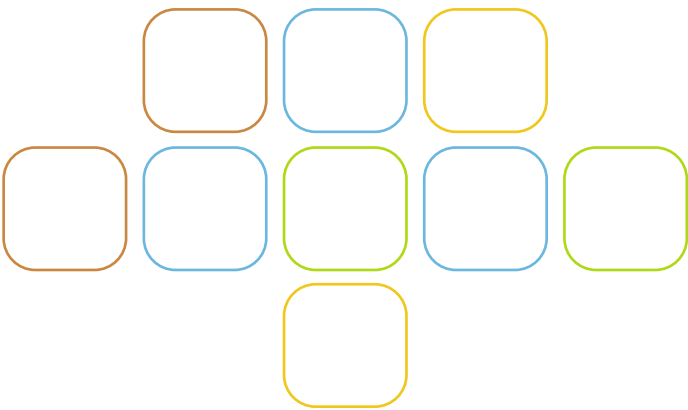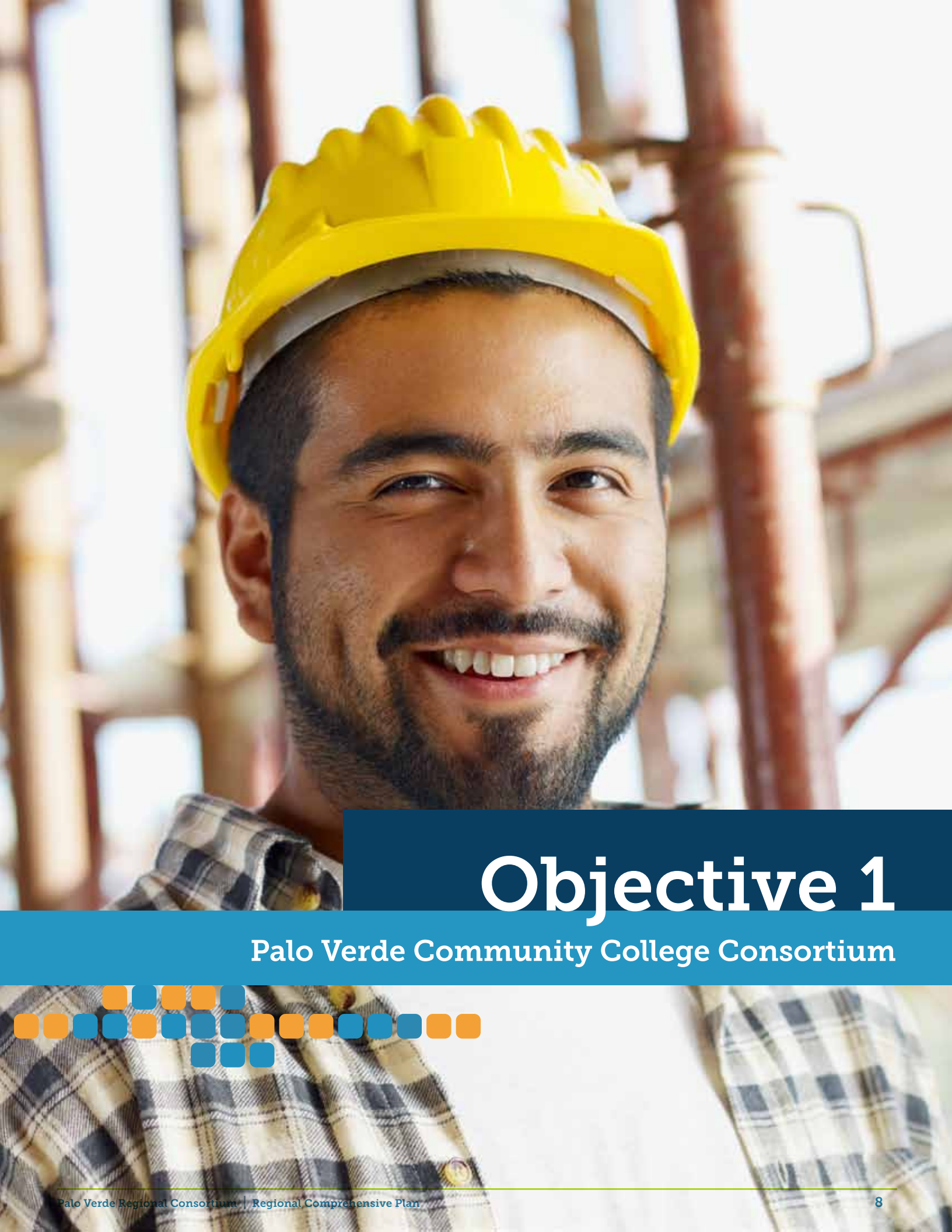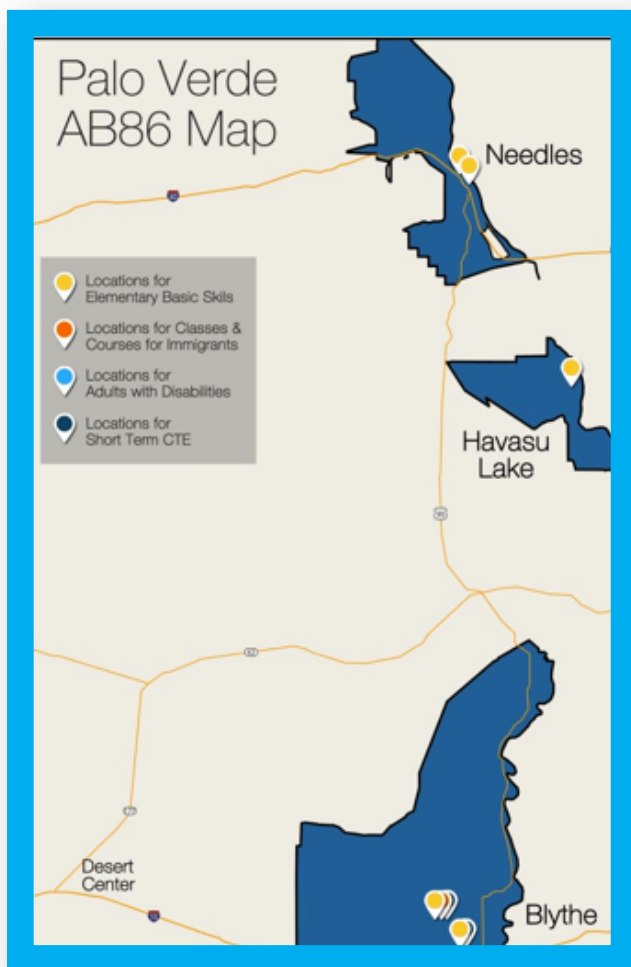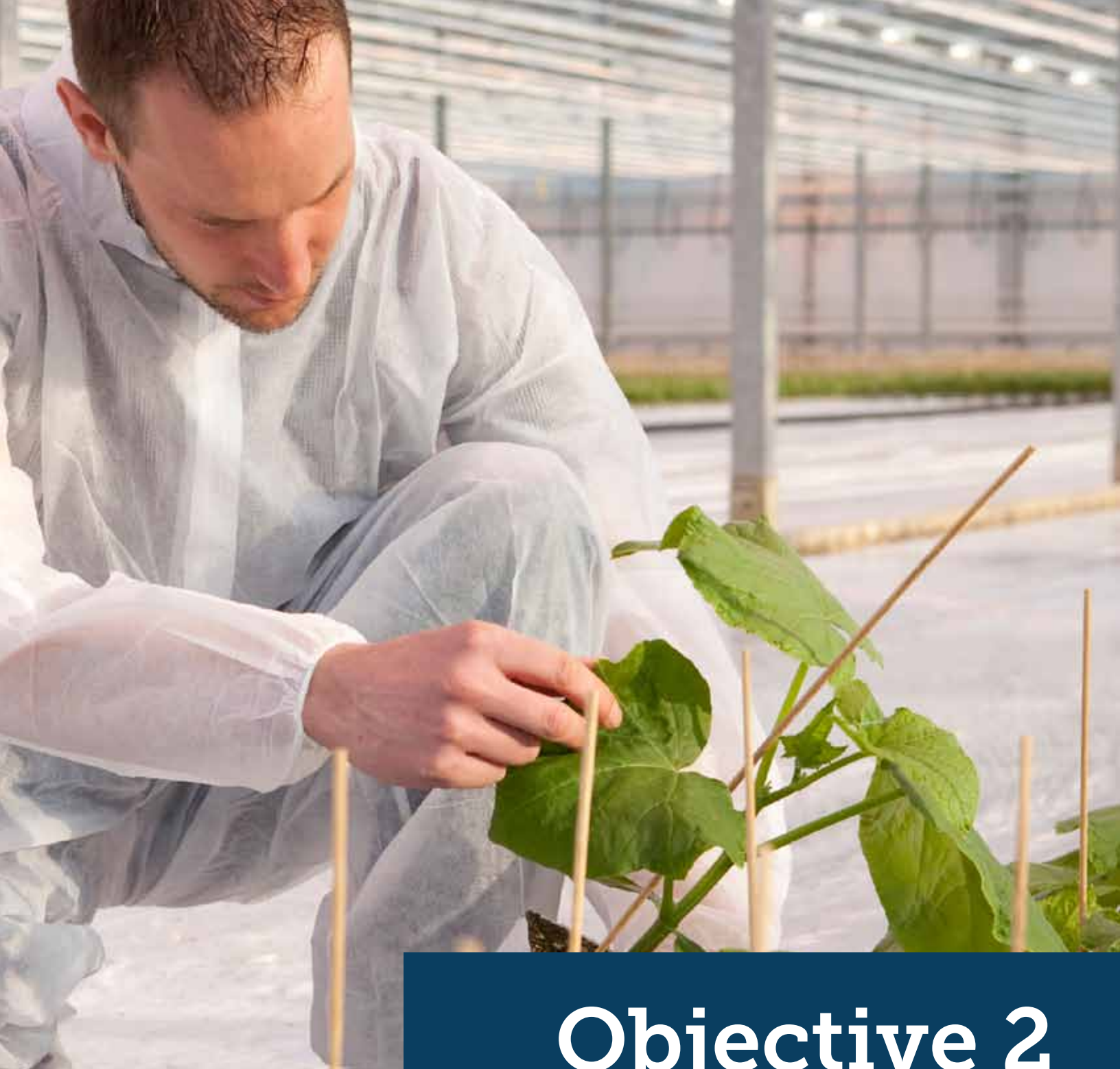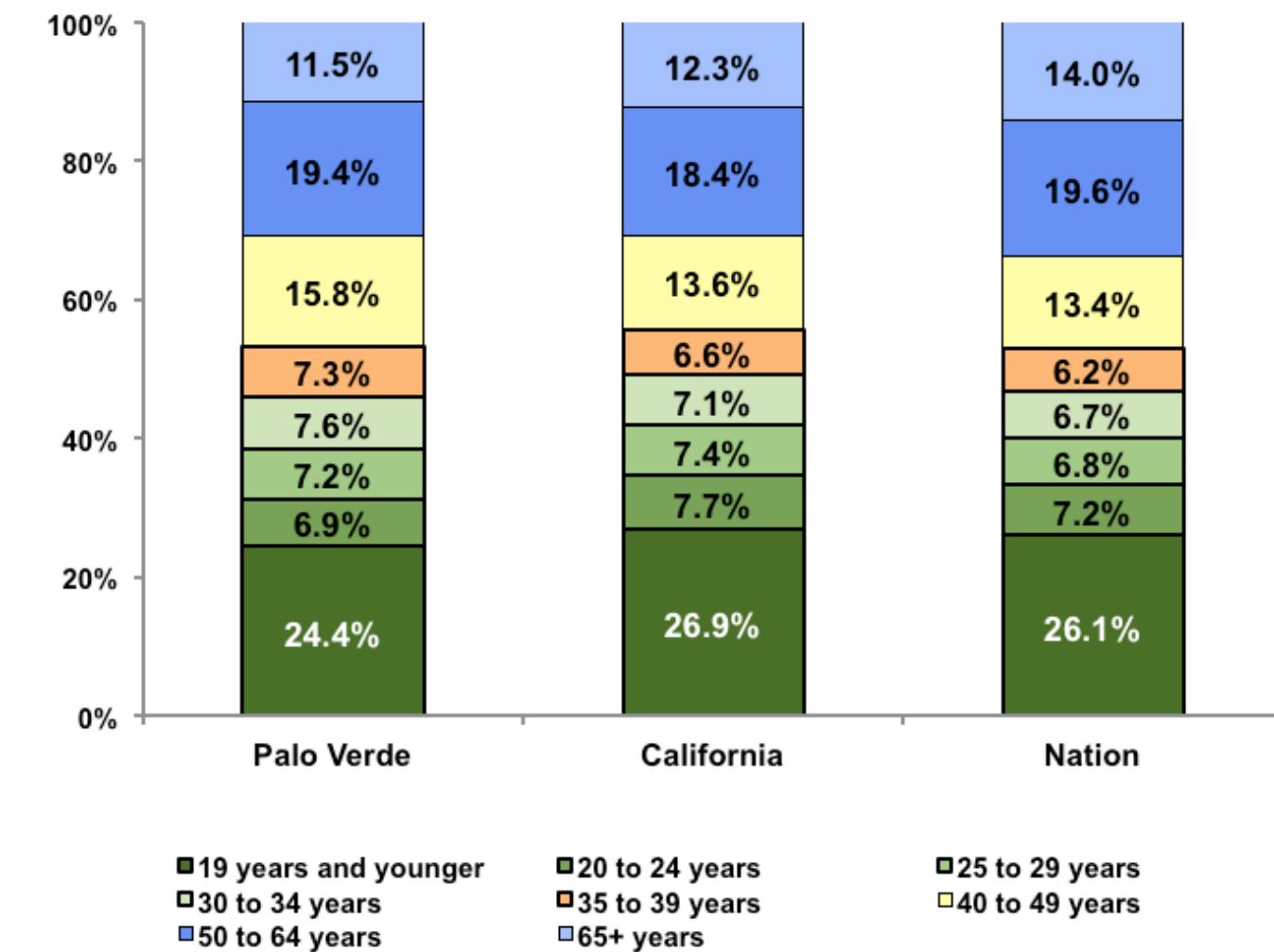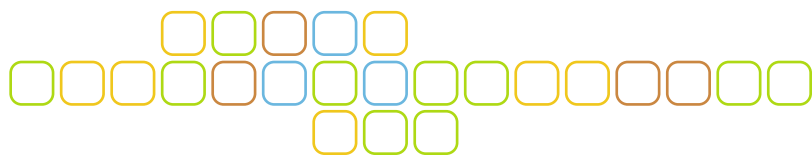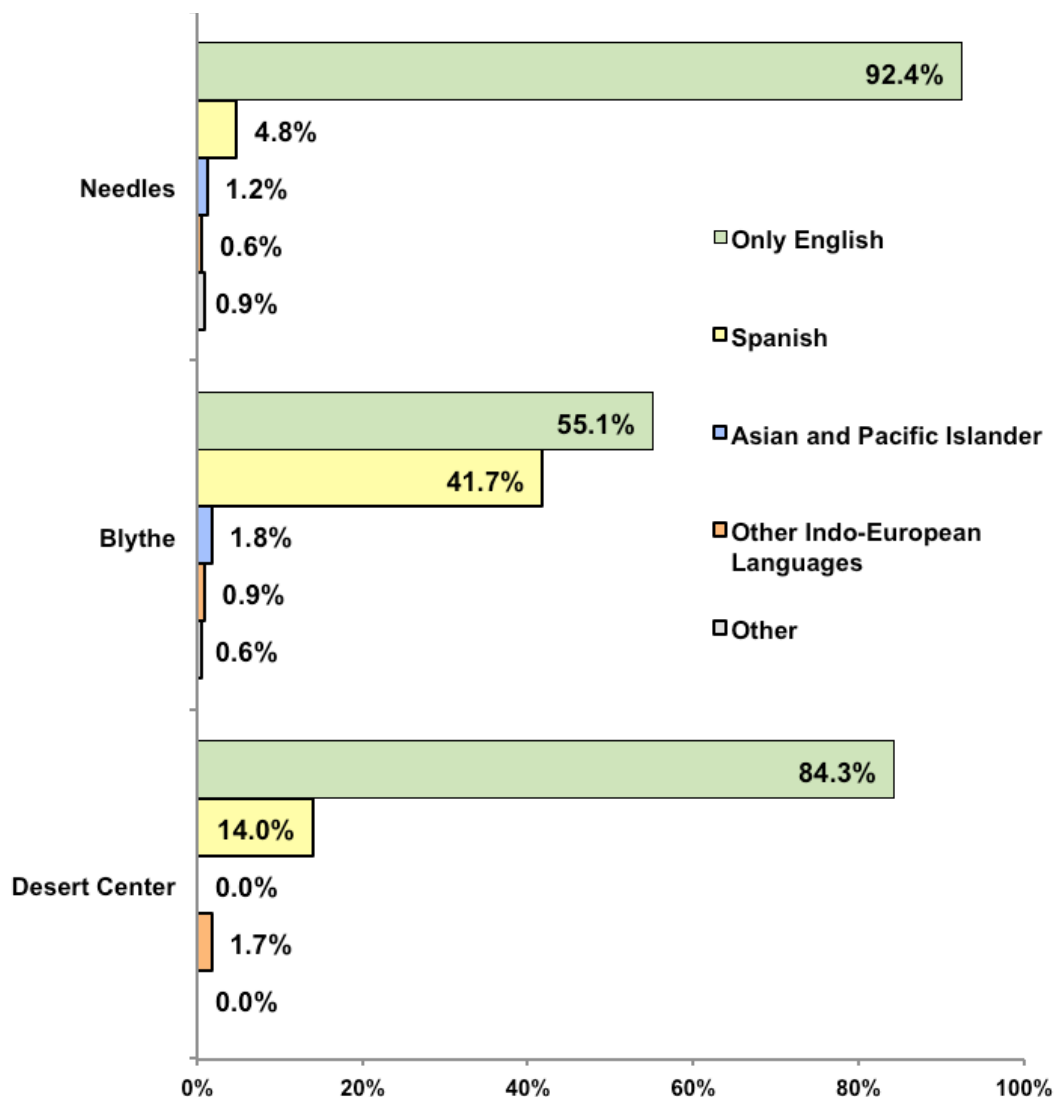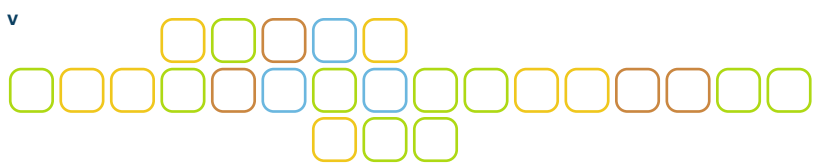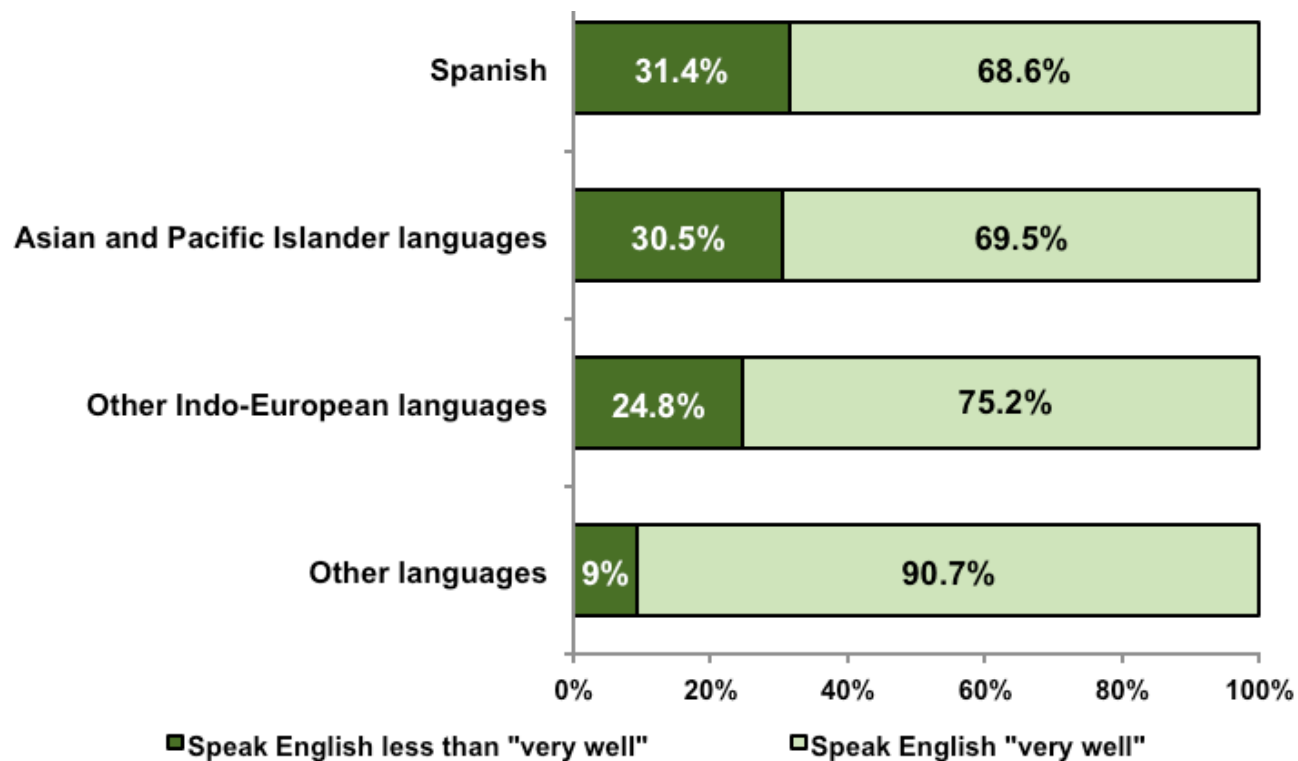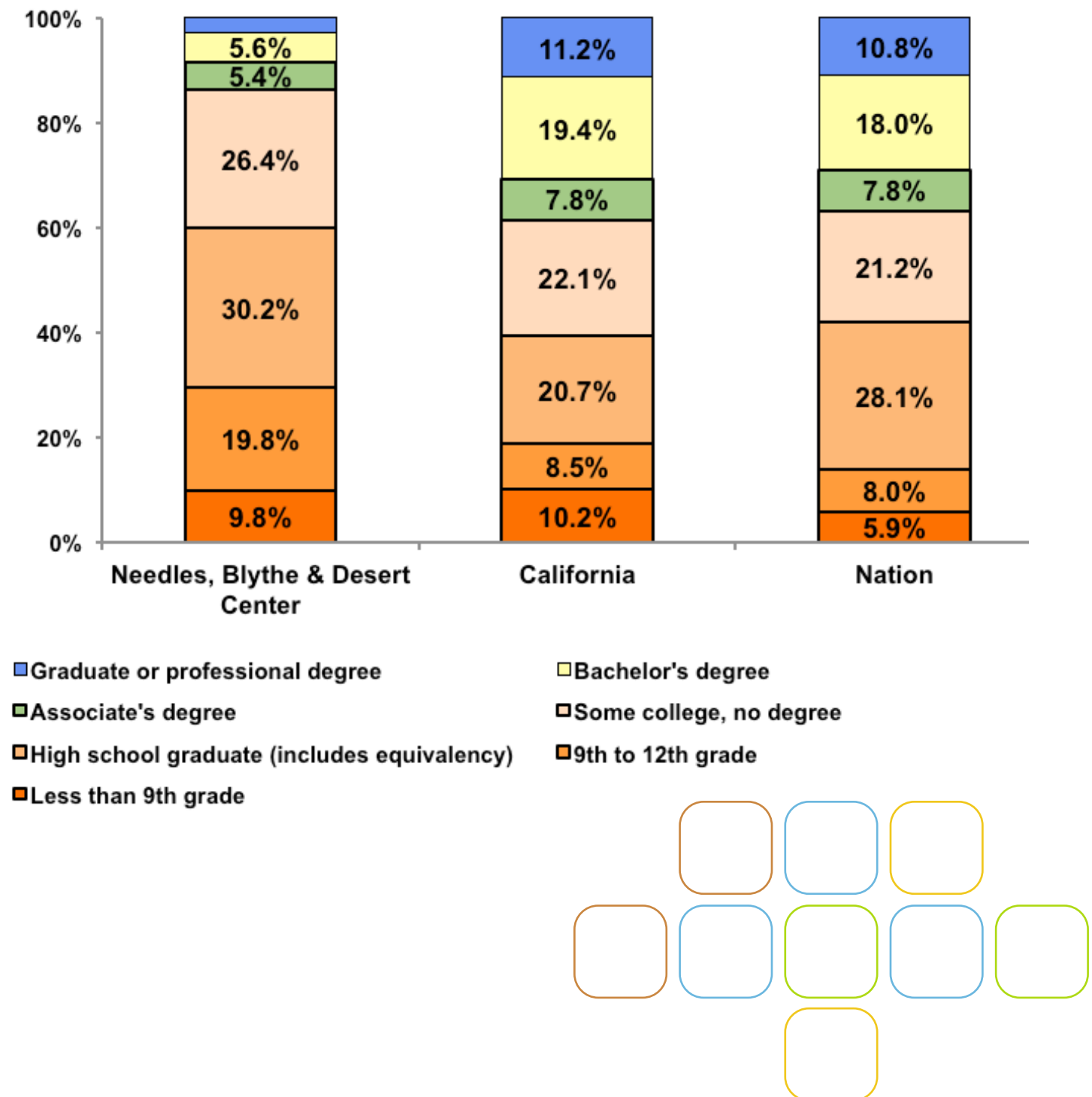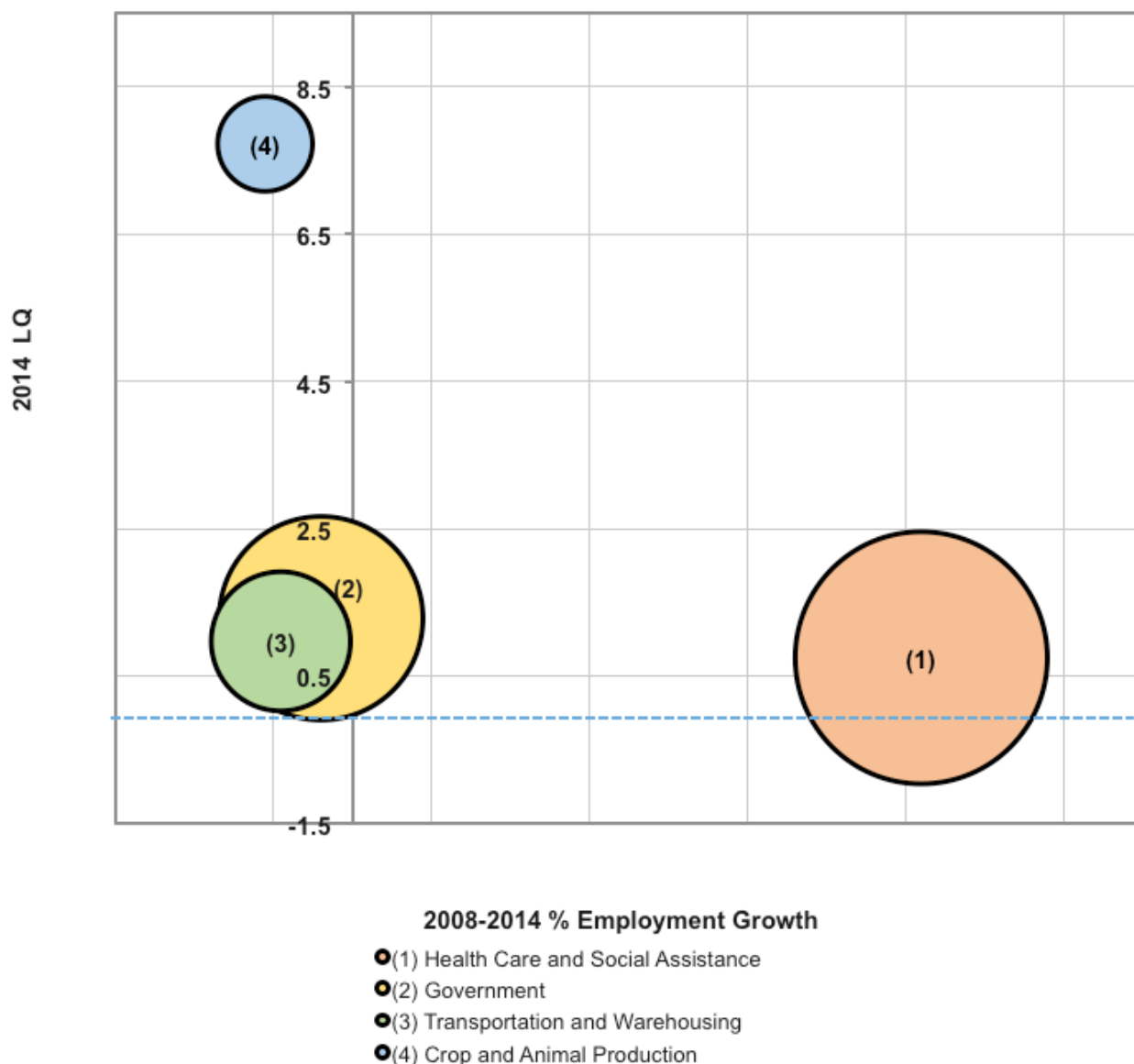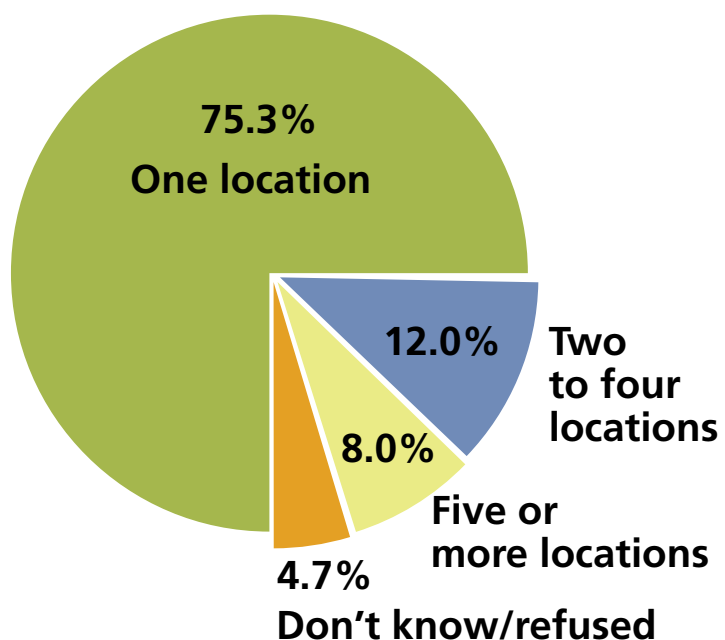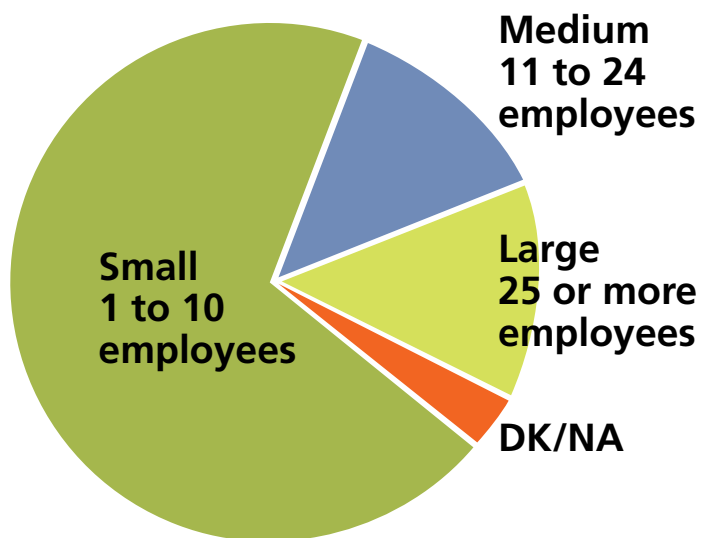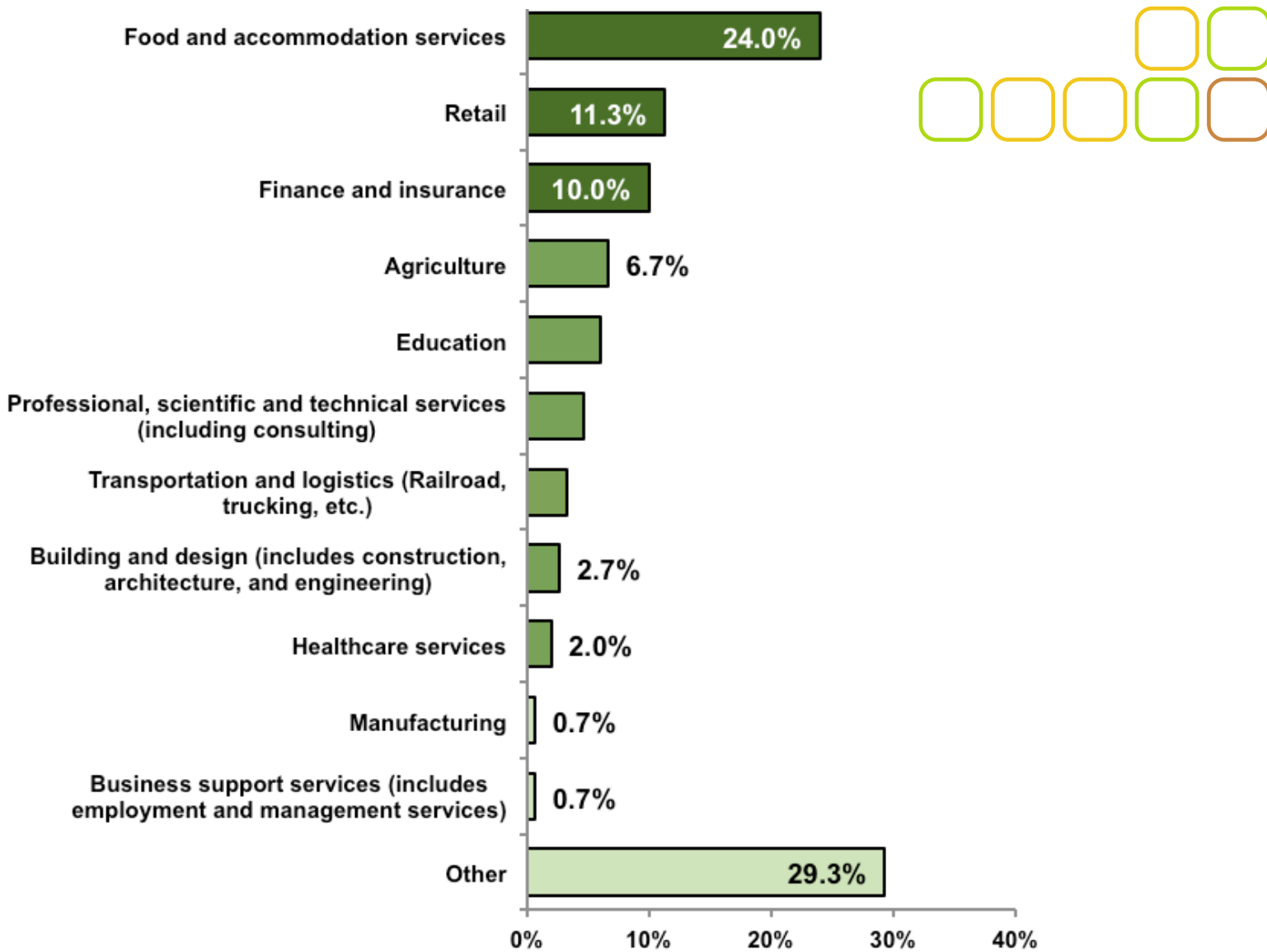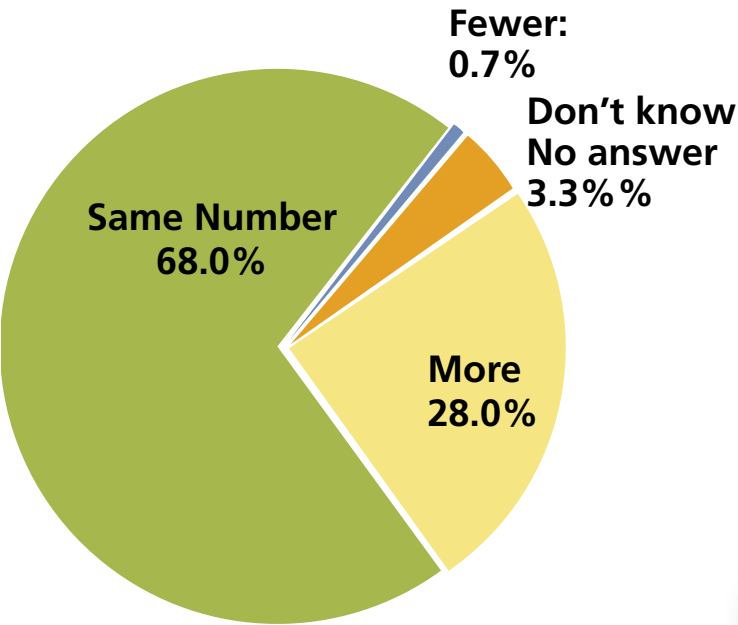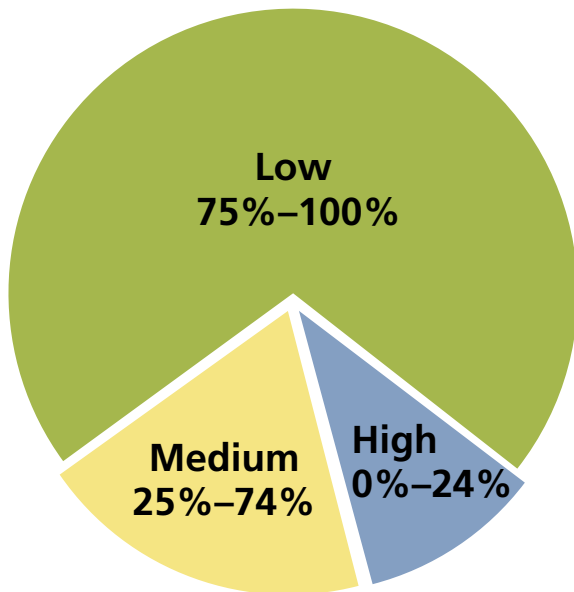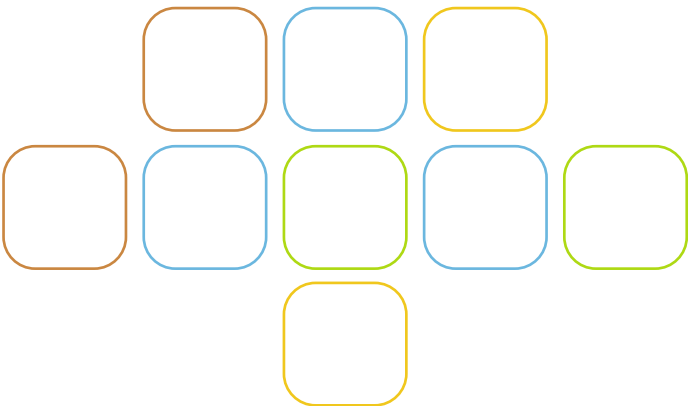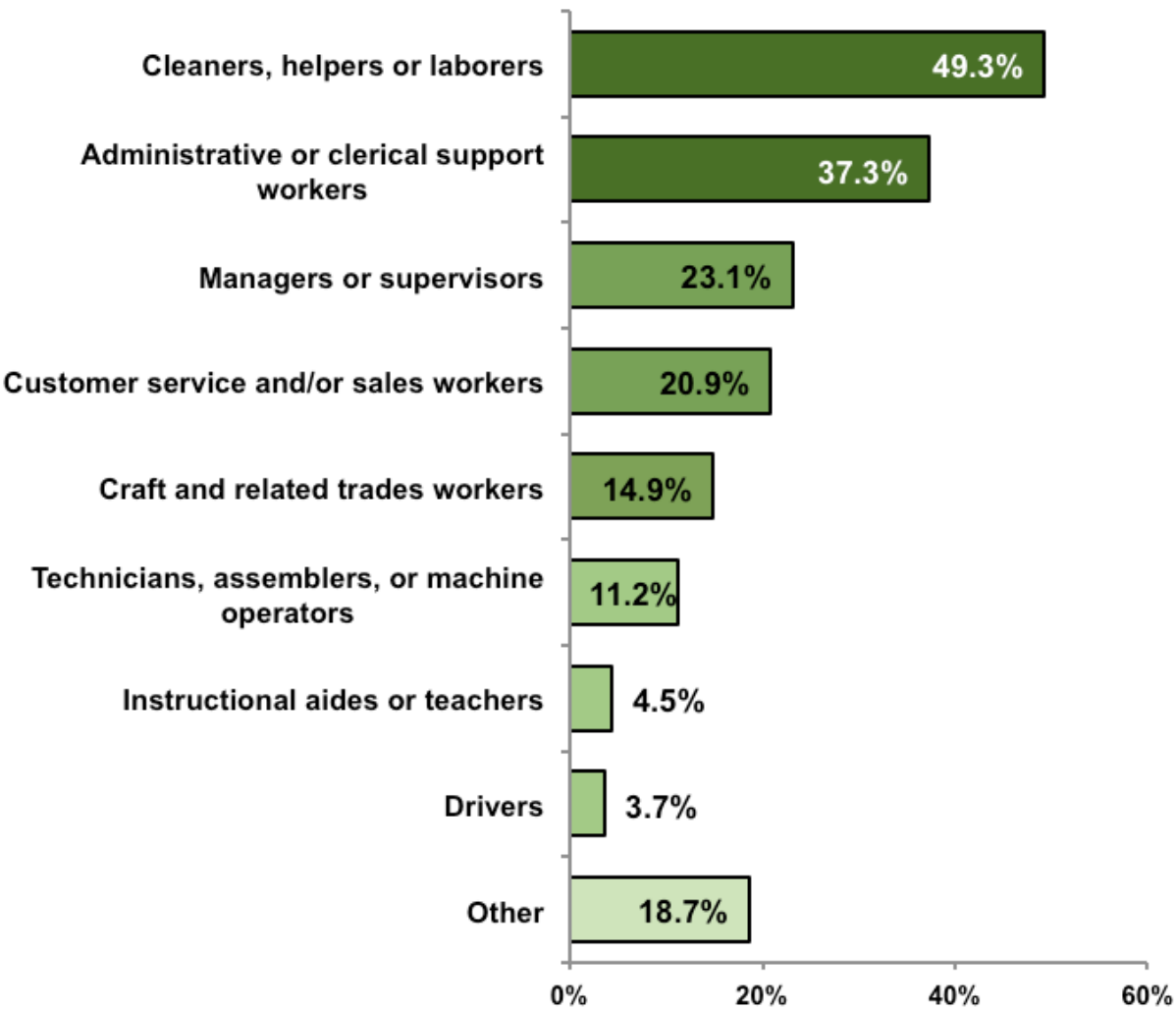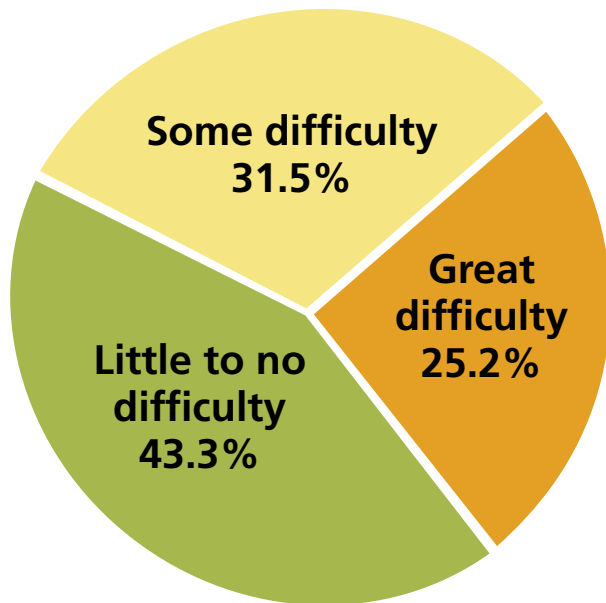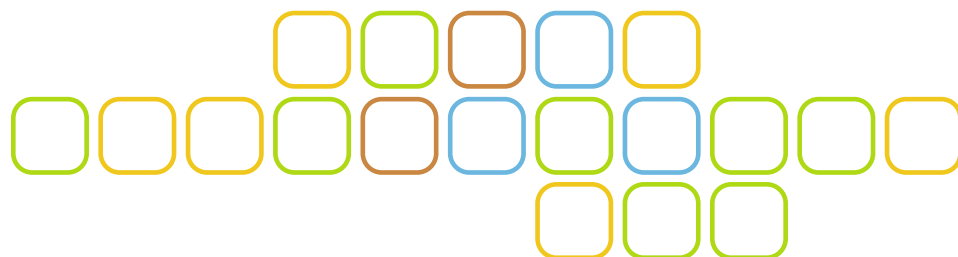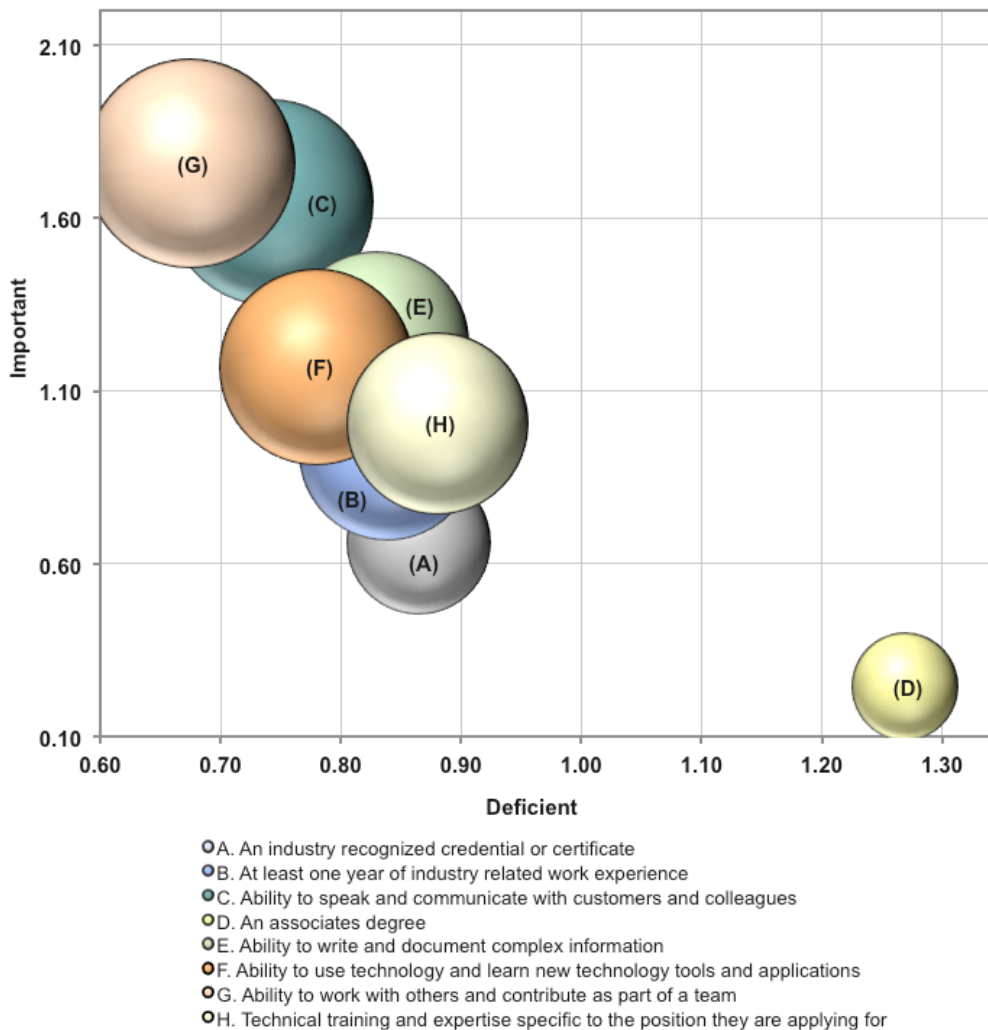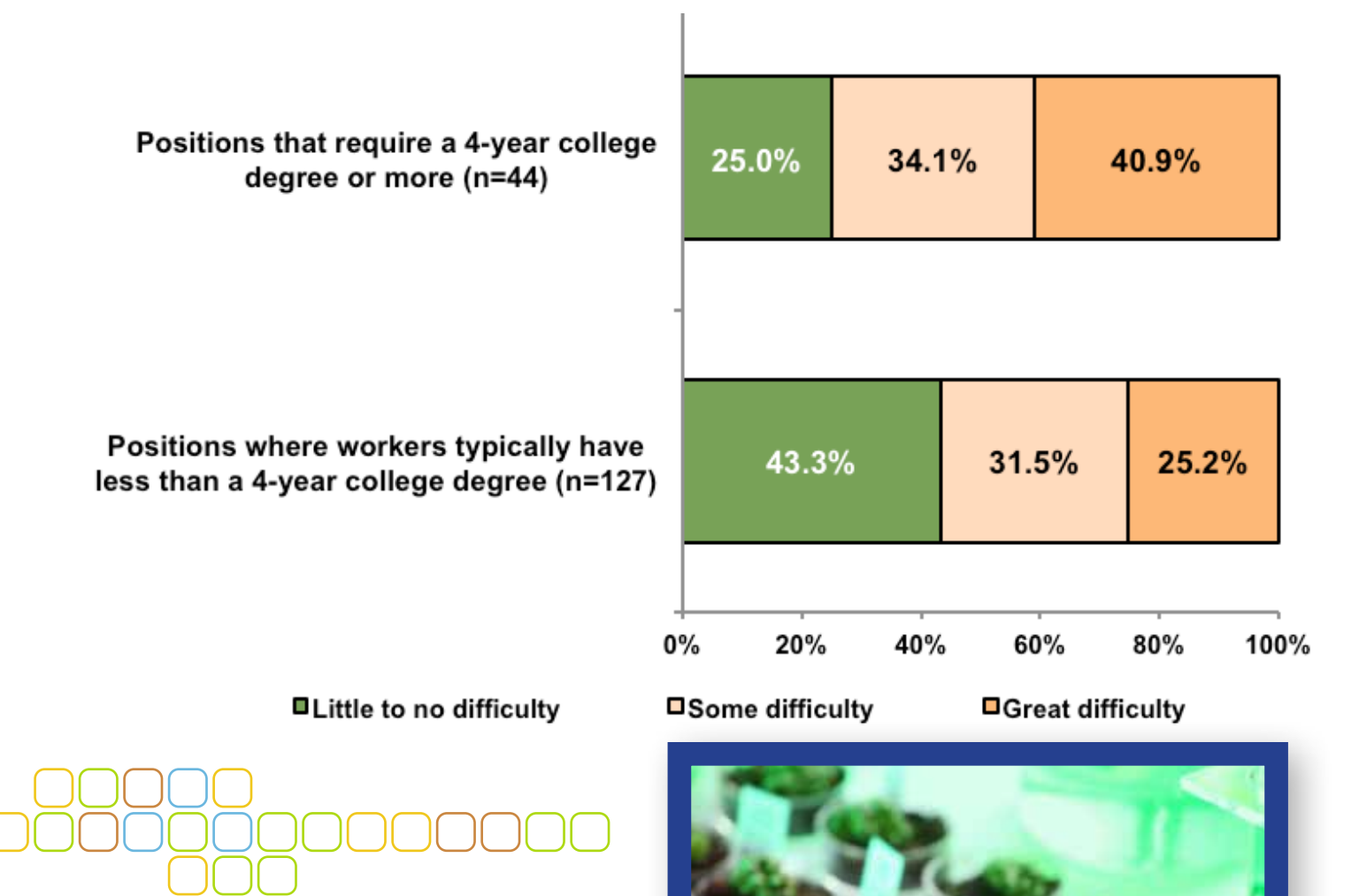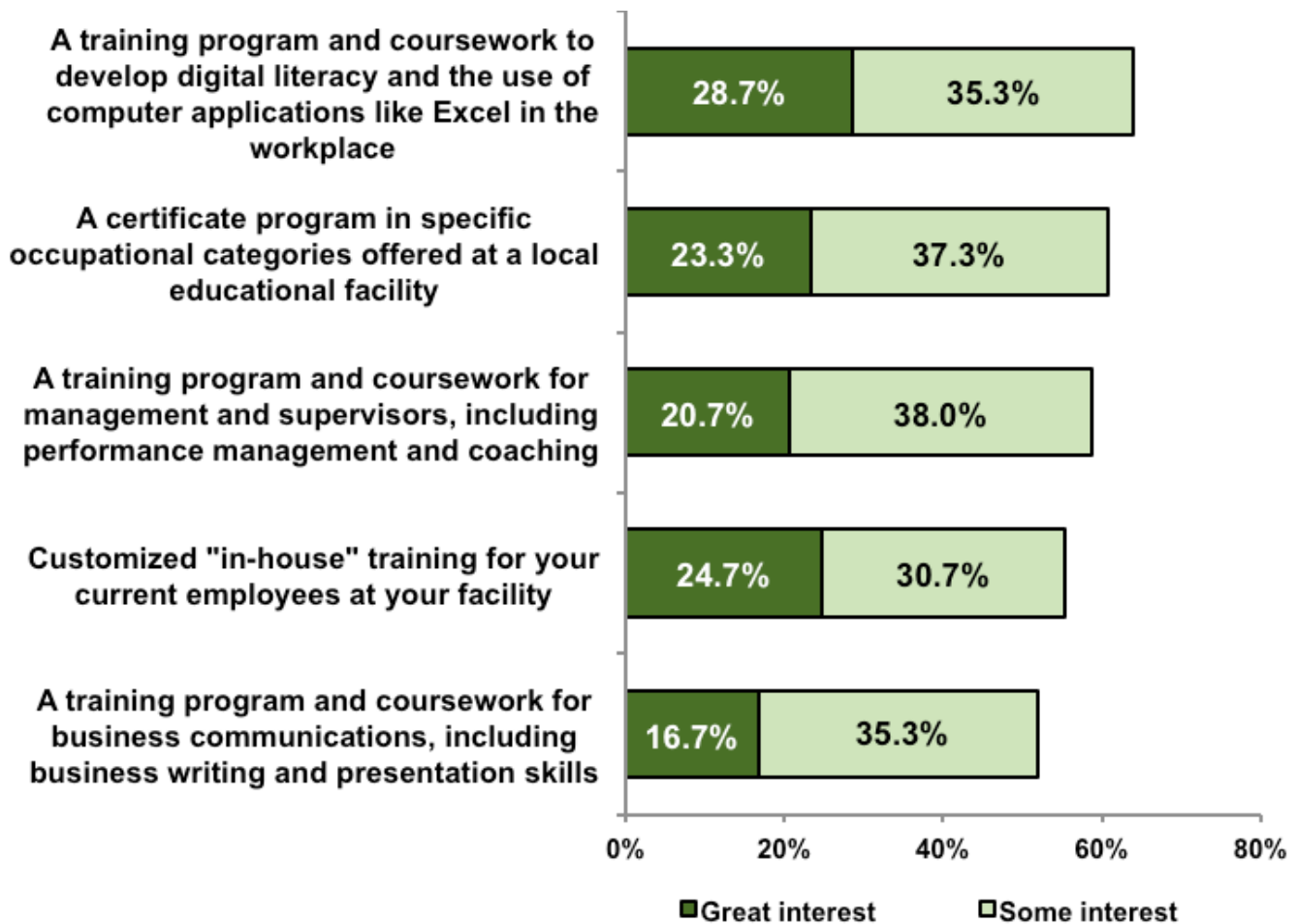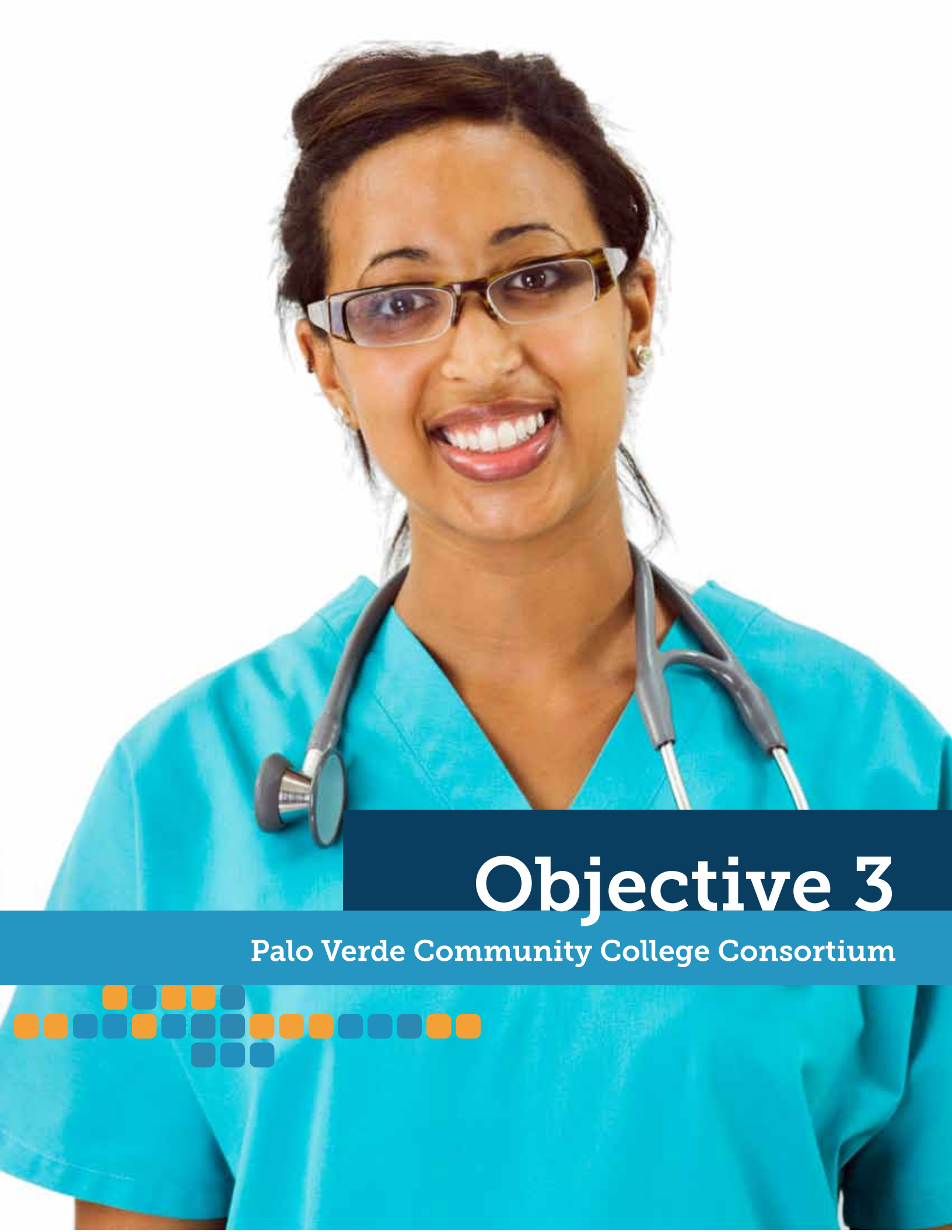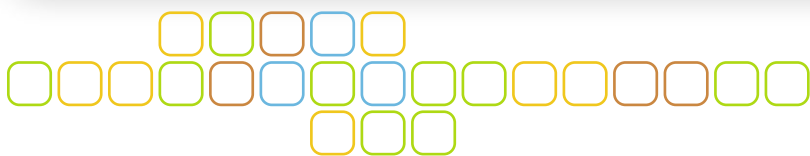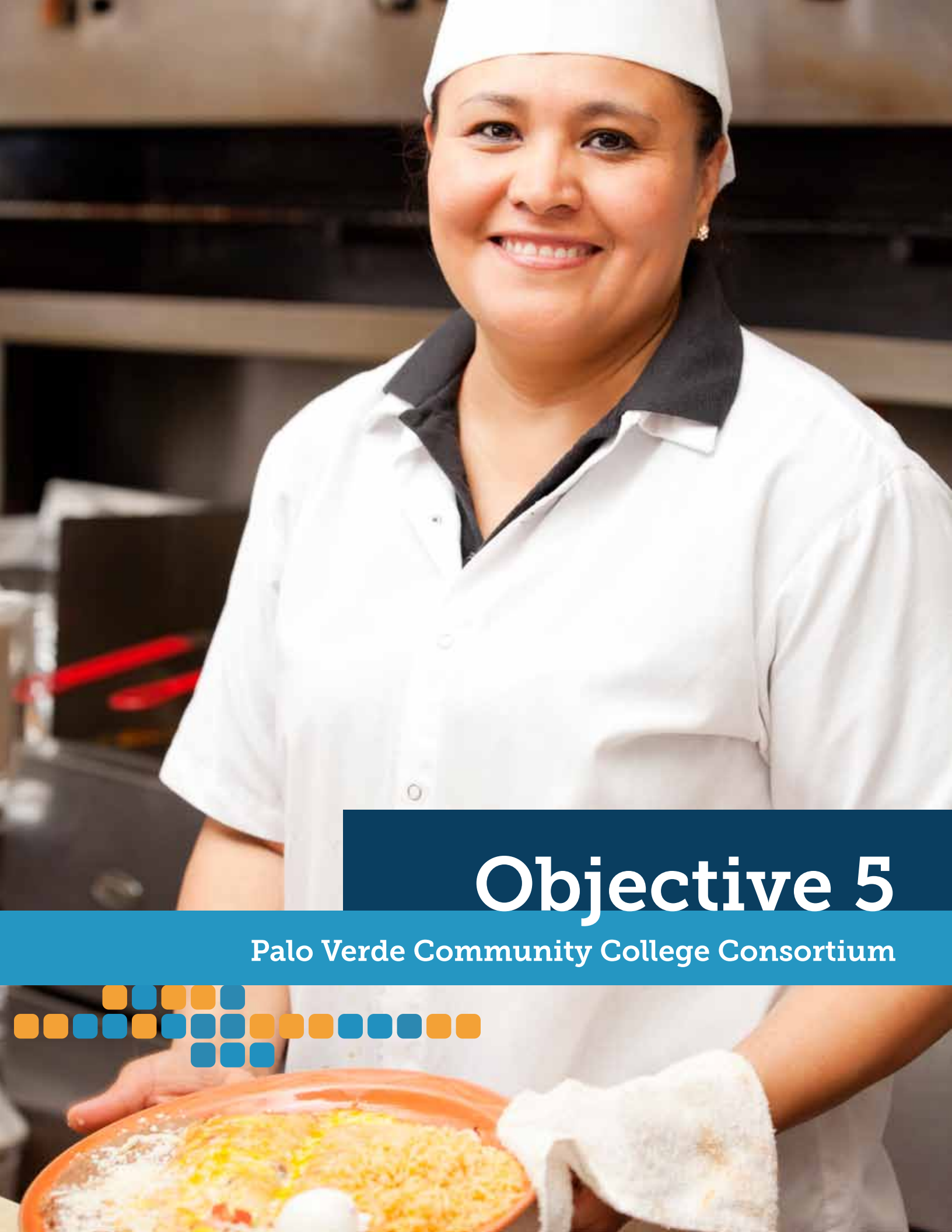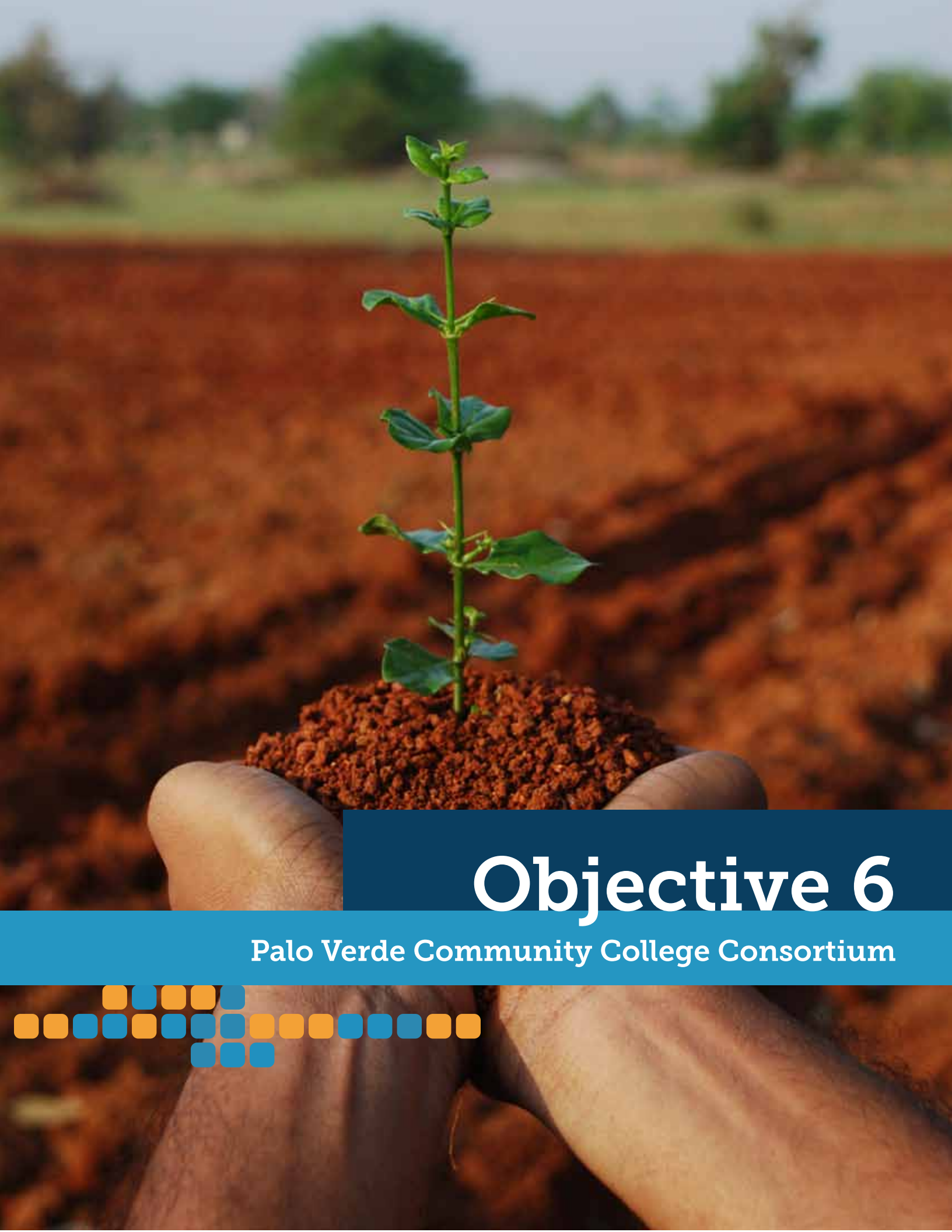
**Introduction:**

Hello, my name is _____. May I please speak to someone involved with planning or staffing at [organization]?

[IF NEITHER A PLANNER OR SOMEONE WITH STAFFING IS AVAILABLE] Can I speak to a decision maker at your location?

Hello, my name is _____ and I'm calling on behalf of the Palo Verde Adult Education Consortium. The Adult Education Consortium needs your input in a short interview that will be used to develop a stronger response to supporting employers in the region.

**(If needed):** The interview is being conducted by BW Research, an independent research organization, and should take approximately ten minutes of your time.

**(If needed):** Your individual responses will **not** be published; only aggregate information will be used in the reporting of the survey results.

``````````````````````````````````````````````````````````````````````````````````````````````

**Screener Questions**

A. Are you involved in staffing or hiring decisions at your firm or organization?

    **100.0%  Yes**
      **0.0%  No [TERMINATE]**
      **0.0%  Not sure [TERMINATE]**

B. Does your company or organization have one or more locations in eastern San Bernardino or Riverside County? [IF YES] How many locations?

    **75.3%  1 location**
    **12.0%  2 to 4 locations**
     **8.0%  5 or more locations**
     **4.7%  DK/NA**

C. What is the zip code of your current location in San Bernardino or Riverside County?

**100.0%** **Enter zip code**

**0.0%** **Not in Riverside or San Bernardino County [TERMINATE]**

**0.0%** **Not sure [TERMINATE]**

D. Which industry would you most closely identify with? [DO NOT READ, ALLOW MORE THAN ONE RESPONSE]

**24.0%** **Food and accommodation services**

**11.3%** **Retail**

**10.0%** **Finance and insurance**

**6.7%** **Agriculture**

**6.0%** **Education**

**4.7%** **Professional, scientific and technical services (including consulting)**

**3.3%** **Transportation and logistics (railroad, trucking, etc.)**

**2.7%** **Building and design (includes construction, architecture, and engineering)**

**2.0%** **Healthcare services**

**0.7%** **Business support services (includes employment and management services)**

**0.7%** **Manufacturing**

**29.3%** **Other -** *(no individual category more than one response)*

``````````````````````````````````````````````````````````````````````````````````````````

**SECTION 1 - Organization-Related Questions**

I'd like to begin by asking you a few general questions about your firm and your current employees. For this survey, please only answer for your current business location. If your firm has other locations, please do not include their data.

1. Including all full-time and part-time employees, how many **permanent and temporary** employees work at your location? (Do not accept 0 as a response for Q1)

| | |
|---|---|
| 53.3% | 1 to 5 employees |
| 18.7% | 6 to 10 employees |
| 12.7% | 11 to 24 employees |
| 10.0% | 25 to 49 employees |
| 1.3% | 50 to 99 employees |
| 2.0% | 100 to 249 employees |
| 2.0% | Don't know/ Refused |

2. If you currently have [TAKE Q1 #] full-time and part-time **permanent and temporary** employees at your location, how many more or fewer employees do you expect to have at your location **12 months** from now?

**Breakdown:**

| | |
|---|---|
| 28.0% | More |
| 0.7% | Fewer |
| 68.0% | (DON'T READ) Same number of employees |
| 3.3% | (DON'T READ) Don't know/ Refused |

**Expected Employment in 12 months**
**(Calculated by only examining businesses with both current and projected data)**

| | Current | 12 months |
|---|---|---|
| n | 143 | 143 |
| Mean | 12.00 | 12.66 |
| Median | 5.00 | 5.00 |
| Total Employees | 1,716 | 1,811 |
| Change | | 95 |
| % Growth | | 5.5% |

[If amount differs by 10% or more in either direction, ask: ]
Just to confirm, you currently have _____ employees and you expect to have _____ (more/fewer) employees, for a total of _____ employees 12 months from now.


## SECTION 2 –Hiring Challenges & Assessment

Now, I would like to ask questions about positions at your current location that typically require less than a four-year college degree.


3.  Of the __#Q1__ full-time and part-time employees who work at your location, how many typically require less than a 4-year college degree as their expected level of education for employment?

| | |
|---|---|
| **10.7%** | **No employees that require less than a 4-year degree** |
| **0.7%** | **1% to 24% of employees require less than a 4-year degree** |
| **4.0%** | **25% to 49% of employees require less than a 4-year degree** |
| **15.3%** | **50% to 74% of employees require less than a 4-year degree** |
| **65.3%** | **75% to 100% of employees require less than a 4-year degree** |
| **4.0%** | **Don't know/ Refused** |


4.  What are the primary occupations or positions that you employ at this location that typically have less than a 4-year college degree as their expected level of education for employment? [DO NOT READ: ACCEPT MULTIPLE RESPONSE, RECORD VERBATIMS]

    (IF NEEDED: For this question, we are just looking for you to identify general occupational categories that you employ at this location, that typically require less than a 4 year college degree) (Multiple Responses Permitted - Percentages May Sum to More than 100%) (n=134)

| | |
|---|---|
| **49.3%** | **Cleaners, helpers or laborers** |
| **37.3%** | **Administrative or clerical support workers** |
| **23.1%** | **Managers or supervisors** |
| **20.9%** | **Customer service and/or sales workers** |
| **14.9%** | **Craft and related trades workers** |
| **11.2%** | **Technicians, assemblers, or machine operators** |
| **4.5%** | **Instructional aides or teachers** |
| **3.7%** | **Drivers** |
| **18.7%** | **Other** *(no individual category above three percent)* |

5. Thinking about these *positions where the workers typically have less than a 4 year college degree,* that you hire at your location, how much difficulty does your company have finding qualified applicants who meet the organization's hiring standards? (n=134)

     **41.0%**   **Little to no difficulty**

     **29.9%**   **Some difficulty**

     **23.9%**   **Great difficulty**

      **5.2%**   **Don't know/ Refused**

6. Please tell me how important the following items are when considering candidates for positions at your firm that do not require a 4 year college degree: Extremely important, important (IF NEEDED, just important), or not important. (n=134)

| RANDOMIZE | Extremely important | Important | Not important | It depends | Don't know/ Refused |
|---|---|---|---|---|---|
| **A. An industry recognized credential or certificate** | 17.2% | 30.6% | 50.0% | 1.5% | 0.7% |
| **B. At least one year of industry related work experience** | 23.1% | 44.8% | 30.6% | 0.7% | 0.7% |
| **C. Ability to speak and communicate with customers and colleagues** | 69.4% | 24.6% | 5.2% | 0.0% | 0.7% |
| **D. An associates degree** | 3.7% | 16.4% | 76.9% | 1.5% | 1.5% |
| **E. Ability to write and document complex information** | 39.6% | 41.8% | 16.4% | 1.5% | 0.7% |
| **F. Ability to use technology and learn new technology tools and applications** | 31.3% | 50.0% | 14.9% | 3.0% | 0.7% |
| **G. Ability to work with others and contribute as part of a team** | 76.9% | 20.9% | 1.5% | 0.0% | 0.7% |
| **H. Technical training and expertise specific to the position they are applying for** | 24.6% | 48.5% | 23.9% | 1.5% | 1.5% |

[ONLY ASK IF Q6= "Extremely important" OR "Important" FOR EACH ITEM]

7. Now, thinking about those candidates or recently employed workers for positions at your firm that do not require a 4 year college degree, how often are they deficient for each of the following items: often deficient, sometimes deficient, or seldom or never deficient.

| RANDOMIZE | Often deficient | Sometimes deficient | Seldom or never deficient | It depends | Don't know/ Refused |
|---|---|---|---|---|---|
| A. An industry recognized credential or certificate (n=64) | 31.3% | 17.2% | 43.8% | 1.6% | 6.3% |
| B. At least one year of industry related work experience (n=91) | 26.4% | 27.5% | 41.8% | 0.0% | 4.4% |
| C. Ability to speak and communicate with customers and colleagues (n=126) | 21.4% | 27.8% | 46.0% | 0.0% | 4.8% |
| D. An associates degree (n=27) | 48.1% | 25.9% | 22.2% | 0.0% | 3.7% |
| E. Ability to write and document complex information (n=109) | 22.0% | 36.7% | 38.5% | 0.0% | 2.8% |
| F. Ability to use technology and learn new technology tools and applications (n=109) | 16.5% | 38.5% | 36.7% | 0.9% | 7.3% |
| G. Ability to work with others and contribute as part of a team (n=131) | 16.8% | 31.3% | 48.1% | 0.0% | 3.8% |
| H. Technical training and expertise specific to the position they are applying for (n=98) | 26.5% | 29.6% | 37.8% | 0.0% | 6.1% |

8. Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that typically have less than a 4 year college degree, that we have not already discussed?

*Verbatim responses to be provided*

## SECTION 3 – Non-Entry-Level Hiring Challenges & Assessment

Next, I would like to ask about the other positions at your current location that typically require a 4 year degree or more.

9.  Thinking about those ***positions*** at your current location that require a 4 year college degree or more, how much difficulty does your company have finding qualified applicants who meet the organization's hiring standards? (With employers that indicated 100% of their workforce requires less than a 4-year degree removed) (n=60)

| | |
|---|---|
| 18.3% | **Little to no difficulty** |
| 25.0% | **Some difficulty** |
| 30.0% | **Great difficulty** |
| 26.7% | **Don't know/ Refused** |

[IF Q9="Some difficulty" OR "Great difficulty" ASK Q10 OTHERWISE SKIP]
10. Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that require a 4 year degree or more?

*Verbatim responses to be provided*

## SECTION 5 – Interest and Support

11. Next I would like to know your organization's level of interest in the following training and education programs that could be developed and offered through a community college or local educational facility.

    As I read each possible program, please tell me whether your organization would have no interest, some interest, or great interest in the following workforce development programs.

| RANDOMIZE | No interest | Some interest | Great interest | Don't know/ Refused |
|---|---|---|---|---|
| **A. Customized "in-house" training for your current employees at your facility** | **41.3%** | **30.7%** | **24.7%** | **3.3%** |
| **B. A certificate program in specific occupational categories offered at a local educational facility** | **36.7%** | **37.3%** | **23.3%** | **2.7%** |
| **C. A training program and coursework for management and supervisors, including performance management and coaching** | **40.0%** | **38.0%** | **20.7%** | **1.3%** |
| **D. A training program and coursework for business communications, including business writing and presentation skills** | **47.3%** | **35.3%** | **16.7%** | **0.7%** |
| **E. A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace** | **34.7%** | **35.3%** | **28.7%** | **1.3%** |

12. Are there any other areas of training or specific certificates that you would like to see offered at a local training facility which we have not discussed?

*Verbatim responses to be provided*

13. Lastly, would you be interested in advising the local training provider and Community College decision makers on how to best prepare students to work in today's economy?

[If yes] we will forward on your contact information to the regional Adult Education Consortium and they will contact you. Your contact information will not be used for anything else.

**44.7%** **Yes**

**54.0%** **No**

**1.3%** **DK/NA**

**Thank you for completing the survey. Since it sometimes becomes necessary for the project manager to call back and confirm responses to certain questions, I would like to verify your contact information.**

A. First and Last Name of Respondent _____

B. Position of Respondent _____

C. Phone of Respondent _____

D. Email of Respondent _____

E. Name of Company _____
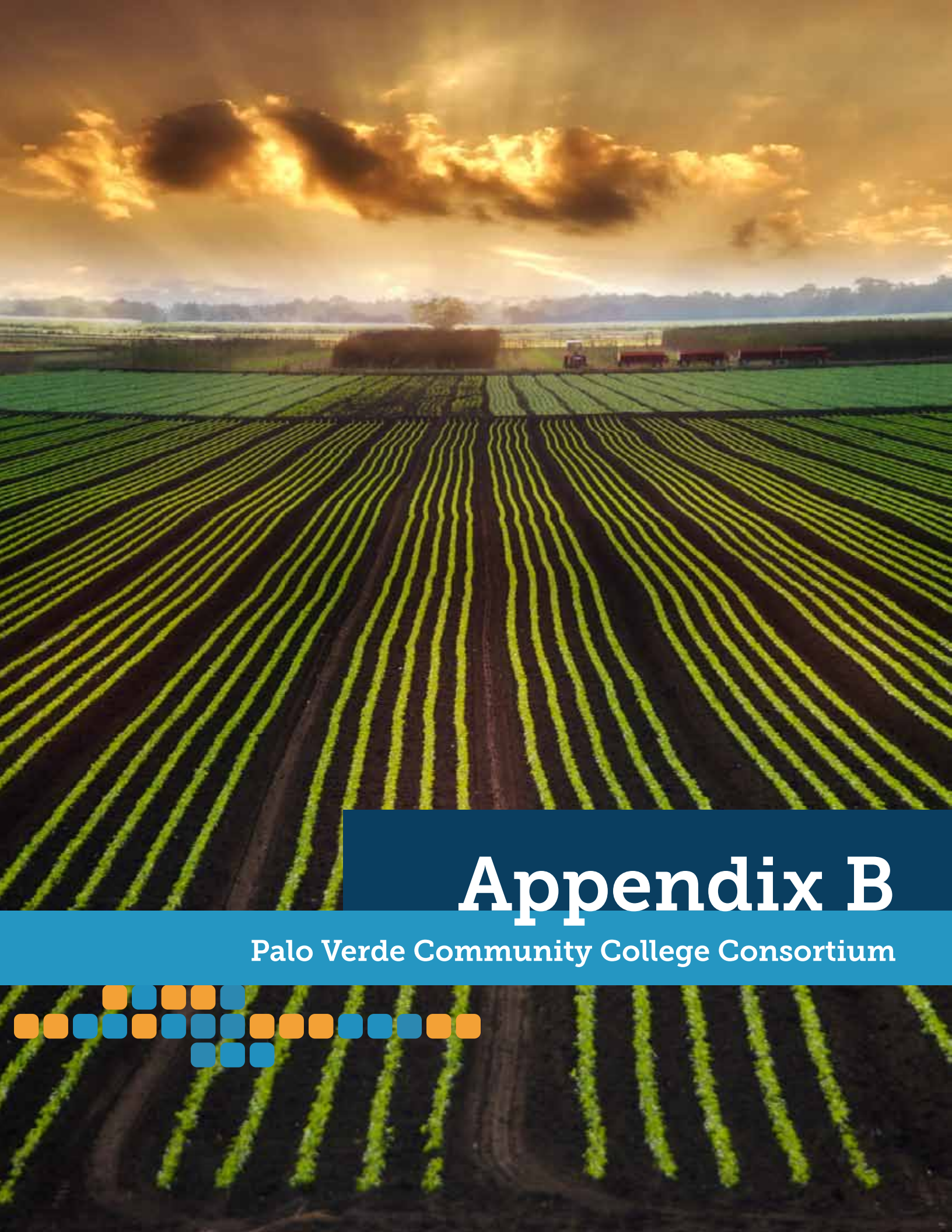
F. Company Address (including City) _____

**Those are all the questions I have.
Thank you very much for your time.**

G. Date of Interview _____

H. Time of Interview _____

I. Name of Interviewer _____

J. County _____

# Appendix B

## Palo Verde Community College Consortium

# APPENDIX B: EMPLOYER SURVEY VERBATIM RESPONSES

q8 | Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that typically have less than a 4 year college degree?

- 60 units of college

- A background in arts.

- Ability to sell (sales).

- An understanding of computers.

- Auto parts. Technology on vehicles. Most people don't know how to work on a car, and I sell auto parts. I like people who have technology degrees, in auto shop, welding.

- Automotive Technicians.

- Being able to add and subtract and give change.  They don't know how to give change.

- Book keeping, Microsoft Office.

- Clean driving record.

- Common sense.

- Common sense.

- Computer skills

- Crane operators for heavy truck accidents.

- Customer service, and communication skills with the public and tenants.

- Dental terminology, communication (with patients), procedures (dental).

- Dependability

- Finding people to go into HVAC field, we are in a rural area.  It's hard to find people who are willing to go to school or stay where we are at, or relocate.

- Honesty, drug free and no criminal background.

- Hospitality industry.

- Just technicians.

- Knowing how to install and fix a cable.

- Knowledge of animals and compassion.

- Knowledge of our computer program (municipal city government computer program).

- Knowledge of some kind of mathematics. Statistical mathematics, preferably.

- Licensed, Insurance brokers.

- Life experiences, and people skills.

- Like to read.

- Line cooking.

- Needles is a challenge, just living here. Then finding someone to work 15-20 hrs. a week is a problem.  Clean driving background. Be available for work when called.

- Pass drugs and alcohol test

- People to have valid driver's license, good credit report and no felonies. A person may have one or two of those, but someone with all three is hard to find.

- People who want to work and show up for work when they are supposed to.

- Reliability

- Self-starters with initiative

- Speaking English

- The ability to read write and speak English.

- the positions are too detailed to be specific

- The upholstery industry is hands on it is difficult to find people that have that certain "eye for quality" that is necessary.

- Wanting to work. They want a job, we hire them and then they don't want to work.

- Water Operators

- Willing to work, a good work ethic.

- Work ethic

- Yes, A/C experience.

q10 | Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that require a 4 year degree or more?

- Accounting abilities, computer skills and be able to speak correctly.

- Accounting, hotel management

- Area managers need to be able to manage 4 - 7 units at one time.

- Business Management, Utility Management

- Classroom management, curriculum knowledge and organizational skills.

- Communication customer service

- Computer skills.

- CPA certificate and technical ability to perform

- Expertise in accounting or lending.

- Farm manager - management skills

- Have credentials for early childhood education.

- How to run a business, management. Honesty in general.

- Just getting them to locate to Blythe.

- Location we are in. Very remote and it is 1 1/2 hours to nearest city.

- Management and communication experience in the banking field.

- Management skills and computer skills.

- Microsoft & Cisco certified engineers.

- Not many people out here have college degrees. Someone with library experience or a degree library science.

- Pass a strict background check, most qualified candidates don't want to stay in this area because we are so remote.

- Reading and writing a profit and loss statement.

- Restaurant managers and registration agents.

- Teaching credentials

- Technological savvy. Be able to be self-starters.

- The specific skill to the position regarding drug, alcohol and mental health counseling.

- They need to be able to understand computers, cars are computers, mechanical systems on cars and combine all together they need a lot of skills, cooling, air con, electrical, plus computers hard to find someone qualified.

- Work ethics.

- Writing skills

- Years' experience depending on position.

- Yes, financing.

- Yes, knowledge of Plant and Soil Science, Astronomy, General Agriculture, Irrigation and water management.

- Yes, management backgrounds and banking.

- Yes, Math or Science.


q12 | Are there any other areas of training or specific certificates that you would like to see offered at a local training facility?

- A course on how to treat customers or people you come in contact with politely.

- A personal trainer or nutritionist class.

- Administration and Leadership.

- Adult education for computers. Innovative ideas. Financial degree. Accounting degrees. Computer savvy

- Agricultural mechanics

- Anything related to agriculture, repairing tractors, welding, planting and crop production.

- Auto shop, welding, auto painting, management, writing, and people skills.

- Automotive diagnostics and electronics.

- Backhoe operator and excavations.

- Behavioral management, some type of nursing training.

- Common courtesy

- Computer and management skills.

- Computer classes.  Drug and alcohol counseling classes.

- computerized accounting software classes

- Cosmetology program.

- Culinary and hospitality manager training.

- Culinary program.

- Customer relations.

- Customer service and people skills. More diversity in the education of different ethnicities.

- Customer service skills

- Fire training. First responders, extrication, rescue, fire truck, confined spaces, water rescue.

- General agriculture labor (soil science, and water management).

- Handyman services at a technical school is helpful.

- Hospitality industry.

- How to communicate among people. Communicating in a professional manner than on the streets.

- HVAC certificate

- Law enforcement and knowledge of animals and social work.

- Library science

- Management and banking.

- Maybe Books or Excel for management positions.

- Motivational training. (Sales/Outside Sales)

- Plumbing, electric, and general labor.

- QuickBooks.

- Running through the office environment (outlook, word, SQL, excel).

- Safety training, like in CPR, or heat stress.

- Sewing or seamstress.

- Something to do with food industry. Nothing specific.

- The teachers need to focus on repairing vehicles, including diagnosing, focus on automotive repair.

- Training to understand the mentally and physically challenged. How to write grants and to offer a co

- Very specialized to hospitality industry, housekeeping, front desk, maintenance.

- Water distribution and treatment.

- Working with people, communicating, reading and writing.

- Yes, Biology, Botany, and Entomology.

- Yes, GIS - Geographic information systems, Irrigation water management, and general Agriculture.

# Appendix C

## Palo Verde Community College Consortium

# APPENDIX C: DATA SOURCES

## Demographic Data

In order to capture a complete picture of the region, demographic data was gathered from the following resources: the Economic Modeling Specialists, Inc. (EMSI) and the American Community Survey (ACS).

## Consortium Data

Educator surveys were sent out to potential identified adult educators in the region. They include: Palo Verde College, Twin Palms Education, Fort Mojave Indian Tribe Education Department, Chemehuevi Indian Tribe Education Department, Needles Unified School District, Needles High School, Palo Verde Unified School District, Palo Verde High School, Desert Center Unified School District, Needles Center for Change, Blythe Area Chamber of Commerce, City of Needles, Needles Center, Ironwood State Prison, Fort Mojave Indian Tribe WIA OneStop Program, Chuckawalla Valley State Prison, and the San Bernardino County Department of Aging Adults.
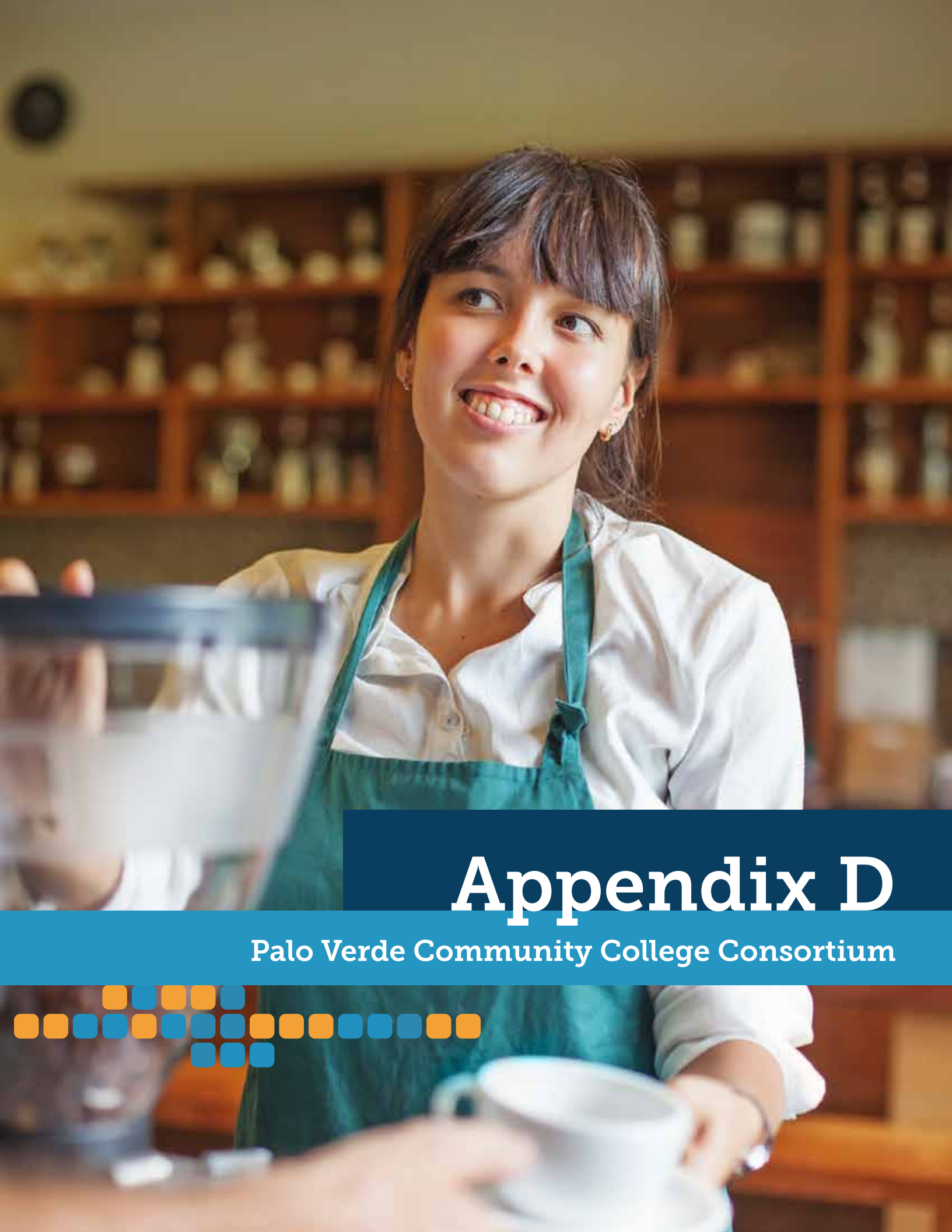
Those who took the survey were: City of Needles, Palo Verde College, Palo Verde College Needles Center, Fort Mojave Indian Tribe, Palo Verde Unified School District, and Aging & Adult Services.

Those who got screened out due to not providing services in the region were: City of Needles, Palo Verde Unified School District, and Aging & Adult Services. The Fort Mojave Indian Tribe got screened out due to not knowing if they were a member or partner of the consortium.

A total of two educators completed the survey without getting screened out and they finished until the end of the survey (Palo Verde College Needles Center and Palo Verde College).

## Employer Survey Data

A profile of regional businesses was created to better understand adult education needs within the region. Data gathered from the employer survey is from 150 businesses in eastern San Bernardino and Riverside County with at least one location.

# Appendix D

## Palo Verde Community College Consortium

# Appendix D: Planning Timeline

Below is the timeline assigned for each task and will assist to update preliminary report for the Palo Verde College Consortium.

**Phase 1: December 1, 2014 – March 30, 2015**

**Task #1: Project Planning**

**Plan Objective Alignment: #1-#7**

**Lead:** Kristy Fairfax, Sr. Consultant

**Support:** Margo Turner, FCM Sr. Consultant

- Kickoff planning meeting with PVCCD lead to identify key stakeholders and a communications strategy.
- Kickoff meeting with key stakeholders to overview project, expectations and communications protocols.
- Schedule a series of sub-committee meetings to identify protocols for market research and key questions to be answered.
- Identify goals, key dates, schedule for the planning process (including meetings and events).
- Review progress of sub-committee teams.

**Task #2: Data Collection & Analysis - Market Needs**

**Plan Objectives #1 and #2**

**Lead:** Josh Williams, Sr. Research Director

**Support:**

Kristy Fairfax, Sr. Consultant

**Inventory of Current Levels of Adult Education Plan Objective #1**

- Meeting with stakeholders to clearly define what needs to be included in the "adult education" definition for current levels and types of adult education programs.
- Develop and pre-test an online survey form to capture which schools are doing what types of programs.
- Work with stakeholders to determine contacts in the region who will need to complete this online survey (include partners such as libraries, etc who might be offering adult ed).
- Follow up to ensure maximum participation on the online survey.
- Compile information, provide recommendations based on findings and where relevant include information in a geographic map as part of a phase 1 memo of findings.

**Evaluation of Market Need**

**Plan Objective #2:**

- Meeting with stakeholders to identify what measures they would like to use to determine needs.
- Regional economic analysis of labor market demand and demographic profile of regional workforce supply.

- Executive Interviews with stakeholders to determine how they identify needs at their own organization and compile projections from each member and partner that offers training.
- Regional employer surveys (phone and online, up to 12 minutes long) to get additional insight into workforce needs, including short term hiring needs, skills and training preferences.
- Compile a comprehensive report that builds upon first phase findings and incorporates all that has been learned.
- Meet with members to present findings and identify gaps based on current levels and needs.

**Task #3: Communications**

**Plan Objective Alignment: #1-#7**

**Lead:** Celina Gradijan, FCM President/CEO

**Support:**

Donna Ryals, FCM Sr. Brand Manager
Kathy Doucette, FCM Sr. Web Developer
Ivan Freaner, FCM Sr. Creative Director
- Identify technology requirements and communications needs.
- Website development and technology with file sharing; discussion threads; posting documents.
- Constant Contact database communications with all members and partners.
- Ongoing communications support with team members.
- Develop content.
- Develop final report that outlines high level strategies.

## April 1, 2015 – June 30, 2015

**Task #4: Meeting and Event Planning**

**Plan Objective #3,5,6**

**Leads:** Kristy Fairfax, Sr. Consultant; Margo Turner, Sr. Consultant **Support:** Donna Ryals, FCM Sr. Brand Mgr

Ivan Freaner, FCM Sr. Creative Director

- Manage logistics for face to face and virtual meetings.
- Develop and plan an Adult Ed Summit to support the professional development opportunities for faculty and other staff and identify how to achieve greater program integration and improve student outcomes of the plan.
- Develop agendas and materials for meetings.
- Facilitation & wrap up reports.

**Task #5: Solutions/Plans to Address Gaps**

**Plan Objectives #3 and 4**

**Lead:** Kristy Fairfax, Sr. Consultant **Support Team:**

Celina Gradijan, FCM President/CEO

- Once programming and service gaps are identified, would need to work with consortium members and partners through facilitated, goal oriented meetings to determine solutions, identify resources needed and methods/common metrics to track.
- This would be a part of 2 days of facilitated meetings with members followed by meetings with stakeholder or "expert" groups that are tasked with focusing on a specific need.

- Outcomes include a plan to integrate existing programs, create seamless transitions into postsecondary education or the workforce, and how to address gaps.

**Task #6: Plans for Acceleration**

**Plan Objective #5**

**Lead:** Kristy Fairfax, Sr. Consultant **Support Team:**

Celina Gradijan, FCM President/CEO

- Would convene local expert panel made up of faculty and other staff assigned by members and partners to determine best practices for acceleration to implement and help student's progress toward academic or career goals.
- Facilitate subcommittee meetings to identify best practices for acceleration and make recommendations to the members.

**Task #7: Plans for Leveraging Existing Resources**

**Plan Objective #7**

**Lead:** Kristy Fairfax, Sr. Consultant **Support Team:**

Celina Gradijan, FCM President/CEO

- Convene partners and identify other resources that can be leveraged to complement existing Adult Education resources