

Annual Program Review: Needles Educational Center

Review time period: July 1, 2020 to June 30, 2021

Submittal Date: 02/24/2022

1. Purpose of the Program

- a. State the purpose of program, area or unit.

The Needles Educational Center serves as a remote off-campus site to provide credit and non-credit (Adult Basic Education and Noncredit Basic Education) courses to serve the specific and changing needs of the population in Needles, CA and surrounding areas. The Center makes available face-to-face classes, online courses, Interactive Television Classes (ITV) and distance education courses through collaboration with the Blythe campus Instructional Services Office.

- b. How does the program, area or unit support the College Mission?

The mission of the Palo Verde College Needles Educational Center, aligned with the overall mission of the Palo Verde Community College District, is to make quality education affordable and accessible, promote lifelong learning, provide leadership in workforce training, and support the economic development of Needles and the surrounding communities.

2. Population(s) Served

- a. Describe the populations served by the program, area or unit, identifying special populations, if any.

The Needles Educational Center serves the following special populations: Needles High School students, recent high school graduates, adults ages 18 years and up, first generation college students, low-income, high school dropouts, unemployed and underemployed individuals, single parents, parents, people with disabilities, displaced workers, Chemehuevi and Fort Mohave tribes, retired individuals, lifelong learners, transfer students, rural and remote individuals.

The highest number of students attending PVC Needles Educational Center comes from low-income households. We serve about 80-100 low-income students per academic year and of those, 20 are from Chemehuevi and Fort Mohave tribes. In addition, per academic year we enroll about 20 to 30 High school students. About 20 percent of our student enrollments have a disability and 15 percent are elderly.

- b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

The demographics of the service area of the Needles Educational Center has not shown much change in the last 10 years. However, since 2015, the California Adult Education Program, through the Chancellor's Office, has been funding seven program areas for adults within the Palo Verde Community College District boundary. One of the programs we have implemented is GED preparation and testing. The GED program assists students without high-school diplomas to successfully obtain a GED and enroll in college programs to achieve academic or vocational goals.

The City of Needles has become a major location site for California businesses that grow, cultivate, and process cannabis for medicinal purposes. The influx of businesses has given rise to a need to find qualified applicants to fill the growing number of positions in the community. Although the companies provide in-house training due to the specialized nature of the industry, it has become apparent that there is a need for soft-skills training for individuals wishing to apply for open positions. The Needles Educational Center has been working with the city to provide residents with the appropriate skills necessary to successfully obtain jobs.

3. Accomplishments in Achieving Goals

- a. List area related Strategic Planning Goals and program, area or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task during the review period.

Area Goals:

1. Increase enrollment utilizing all modalities.
2. Offer additional programs and community enrichment courses that will better serve the Needles community.
3. Expand the reach of the California Adult Education Program in the Blythe and Needles communities to offer non-credit and not-for-credit classes within the seven recognized program areas funded by the Palo Verde River Consortium.
4. Continue to collaborate with the Needles High School to recruit new and continuing students for dual enrollment classes.

2020 Vision Strategic Planning Goals:

GOAL 3: Implement a strategic enrollment management plan that diversifies FTES populations, ensures achievement of FTES targets, and promotes meaningful improvement in student completion data.

Strategy 3.2 Develop a comprehensive and holistic Enrollment Management Plan.

Objective 3.2.4 In partnership with the Palo Verde Unified School District, and the Needles Unified School District, develop and/or expand upon dual enrollment offerings.

Task #	Task & Area Goals	Progress Report
3.2.4.1	<p>Identify local curricular needs best suited to prepare students for entry into college level courses and/or career technical education.</p> <p>Needles Center Area Goals: Goal 1: Increase enrollment utilizing all modalities.</p> <p>Goal 2: Offer new programs and additional community enrichment courses that will better serve the Needles community.</p> <p>Goal 3: Expand the reach of the California Adult Education Program in the Blythe and Needles communities to offer non-credit and not-for-credit classes within the seven recognized program areas funded by the Palo Verde River Consortium.</p>	<ol style="list-style-type: none"> 1. In addition to the general education/transfer pathways, the Needles and surrounding communities have an ongoing need for vocational programs in welding, automotive, and building construction trades. The automotive and welding technology programs have been consistently enrolling high school and adult students as well as general education courses, receiving college credits towards Certificates and Associate degrees. 2. Future plans include expanding the vocational opportunities to include building construction trades on the Needles Unified site, as well as initiating Allied Health programs such as Certified Nursing Assistant, Emergency Medical Technician, and Licensed Vocational Nursing at the Needles Center. Construction of the Needles Center Mezzanine, which will be utilized for future Allied Health programs has continued in 2021. 3. The California Adult Education River Consortium continues to serve the adult education needs of the Blythe and Needles communities by supporting the non-credit ESL and Citizenship programs, by providing financial support to expand services to satellite locations, and by offering free short-term training opportunities funded by the consortium. The GED preparation program and the GED test in both English and Spanish, continues to serve the Blythe and Needles communities, with successful students being assisted in moving forward with their education at Palo Verde College.
3.2.4.2	<p>Identify and enter into appropriate agreements with the unified school districts.</p> <p>Area Goal 4: Continue to collaborate with the Needles High School to recruit new and continuing students for dual enrollment classes.</p>	<p>Based on the identification of local curricular needs in task 3.2.4.1, PVC Needles Educational Center and the Needles Unified School District maintain the dual enrollment agreement previously entered into, enabling high school students to take college-level vocational courses in welding and automotive trades, as well as general education courses while in high school.</p>

4. Service Area Outcomes (SAO)

Service Area Outcome	SAO Metric								
SAO #1: Needles students attain their educational goals as a result of appropriately scheduled courses, taught by highly qualified faculty.	7 degrees and certificates were awarded to Needles students in 2020-21.								
SAO #2: Generate sufficient FTE to maintain funding for college center status.	Meet or exceed the required 100 Annual FTE. <table border="1" data-bbox="919 548 1414 657"> <thead> <tr> <th data-bbox="919 548 1036 621">Academic year</th> <th data-bbox="1036 548 1159 621">Credit</th> <th data-bbox="1159 548 1312 621">Non-Credit</th> <th data-bbox="1312 548 1414 621">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="919 621 1036 657">2020-21</td> <td data-bbox="1036 621 1159 657">107.95</td> <td data-bbox="1159 621 1312 657">0.00</td> <td data-bbox="1312 621 1414 657">107.95*</td> </tr> </tbody> </table> <p data-bbox="867 667 1451 762">*Even though we exceeded our target, Covid had an impact on our FTE; our non-credit count was also affected, since there were no face-to-face classes.</p>	Academic year	Credit	Non-Credit	Total	2020-21	107.95	0.00	107.95*
Academic year	Credit	Non-Credit	Total						
2020-21	107.95	0.00	107.95*						

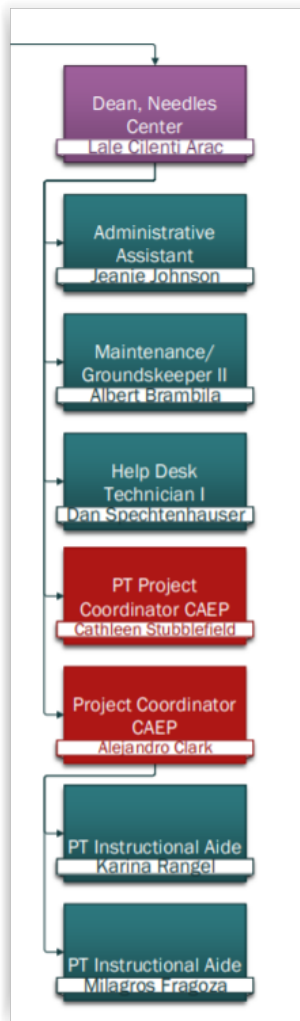
b. What changes and initiatives were undertaken during the review period to improve SAO outcomes?
 Increased outreach to local population, better communication with the unified school district, work closely with the local City Manager to address the needs of the changing demographics.

5. Strengths, Weaknesses & Accomplishments/Activities

- a. List and comment on the major strengths of the program, area or unit.
 - i. The Needles Educational Center provides education at a satellite college site for an underserved population.
 - ii. The Needles Educational Center has staff with extensive knowledge and expertise in their respective areas.
 - iii. The Center continues to provide the required FTES to sustain the Needles Educational Center at Palo Verde College.
 - iv. The Dean of Needles Educational Center, in addition to managing the operations of the Center, coordinates the College’s distance education program as well as directing the activities of the Palo Verde River Consortium Adult Education Program (CAEP), per the job description.
- b. List and comment on the major weaknesses of the program, area or unit. Discuss gaps or issues identified in section 4 and propose solutions.
 - i. Lack of adequate professional development opportunities for staff and adjunct faculty, due to distance from main campus.
 - ii. Insufficient career pathways for high school students.
 - iii. Need for additional staff and qualified faculty to expand the program offerings specifically relevant to the community of Needles.
- c. List activities and discuss accomplishments during review period.
 See attached 2020-21 Board Reports

6. Human Resources and Staff Development

- a. Provide current organization chart of the program, area or unit, showing key functions and responsibilities.



b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area, or unit goals? Explain.

The current management and staff are adequate to perform the functions and responsibilities of the Center.

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

Currently there are no full-time instructors based at the Needles Educational Center. The local adjunct instructors are not required to attend Flex Day activities in Blythe because of the distance involved in travel, but they are welcome to do so. The on-site professional development for adjuncts at the Needles Educational Center consists of beginning of the semester meetings, and individual meetings with adjunct instructors throughout the semester as needed.

d. Describe areas of unmet professional development needs among personnel in this program, area or unit, if applicable, and outline plans to address these needs.

Professional development in methods of instruction and student learning outcomes for adjunct instructors is a continuing need at the Needles Educational Center. There are no specific professional development activities for adjunct instructors. However, the utilization of Zoom meetings during the pandemic has increased accessibility and participation for all staff and faculty. The Needles Center faculty, being adjunct, typically get left out of the loop when it comes to changes in academic departments.

7. Facilities

a. Are current facilities adequate to support the program, area or unit? Explain.

- i. Yes, the Center, located in the remodeled Claypool Building is adequate to support the needs of the community. The main floor of the building houses a media learning center with computers for student access, a large student activities center and offices for counseling and/or other support services programs, as well as adequate facilities for community events. The lower-level houses three large distance learning labs (ITV), two lecture classrooms, a graphic arts lab, a computer lab and two interdisciplinary classrooms.
 - ii. With funding from the Adult Education Program, and in cooperation with the Needles Unified School District, the vacant vocational education shops were updated in 2017 for the Center to conduct Career and Technical Education classes in Welding and Automotive Technology for dual-enrollment high school students and for adults, as well as for free short-term community classes.
- b. Describe plans for future changes to support facilities.
- i. Currently the Center is undergoing updates and modifications to the unfinished upper (mezzanine) level of the Claypool Building, with future plans to offer allied health programs, such as CNA, Phlebotomy, EMT and even LVN training locally, upon receiving the necessary program accreditations and certifications.
 - ii. The Center, in cooperation with the Needles Unified School District, also plans on updating the existing wood shop area to accommodate a Building and Construction Trades program. There has been a delay in this due to the area being currently used as a training room for high school athletes.

8. Technology and Equipment

- a. Is the current technology and equipment adequate to support the program, area or unit?
The current technology and equipment are adequate to support the Center.
- b. Describe plans for future changes to support technology or equipment.
Plans for the anticipated Allied Health programs include the purchase of hospital beds, and all associated equipment to provide students with a simulated hospital environment. Some of this equipment has already been purchased, but not yet inventoried, awaiting completion of the construction project. Additional needs will be assessed based on program certification requirements.

9. Financial Resources

- a. Provide an appropriate financial report for program, area or unit during reporting period. Explain any significant deviations from previous reporting period.

2020-2021	Budgeted	Expended
Advertising	\$0.00	\$3392.50
Benefits	\$94,737.79	\$94,737.79
Building/Construction	\$500,000.00	\$545,591.16
Contracts	\$1776.00	\$104,977.92
Insurance	\$300.00	\$969.09
Memberships	\$100.00	\$100.00
Postage	\$389.51	\$389.51
Rents and Leases	\$2803.55	\$38,129.51
Repairs	\$10,340.00	\$13,233.27
Salaries	\$360,968.33	\$360,968.33
Supplies	\$236.19	\$236.19
Utilities	\$48,234.10	\$48,234.10
Total	\$1,019,885.47	\$1,210,959.37

- b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.
The current budget is adequate at this time.
- c. Describe plans for future budget changes, if any.

Future budget plans will reflect the changes in the number of face-to-face, online, and distance education courses for degrees and certificates to meet the needs of the local population. The creation of Allied Health programs will require adjustments to the budget. Once the mezzanine construction has been completed, the Building/Construction line item will no longer be needed.

10. Four-year plan

a. Place future request for resources (human, facilities, technology & equipment, and financial) in a four-year matrix to facilitate future planning.

		2021-22	2022-23	2023-24	2024-25
Future Area Needs					
	Human Resources	None	Dependent upon new programs after remodel. Local AH part-time program director/adjunct instructors.	TBD	TBD
	Fiscal Resources	None	Dependent upon new program needs.	TBD	TBD
	Physical Resources	None	CNA Beds/ EMT and phlebotomy Equipment/ classroom furniture for mezzanine lab and classroom.	TBD	TBD
	Technology Resources	None	Computers and related equipment for mezzanine.	TBD	TBD



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI
DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES
FROM: LALE CILENTI
SUBJECT: REPORT OF ACTIVITIES
DATE: 01/19/2021
CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- Needles has been very busy advising students for spring semester registration via phone, email, video conferencing, and, if absolutely necessary, face-to-face visits with an appointment and strict observance of COVID guidelines. Masks are mandatory.
- Jeanie continues to work with our local instructors in the distribution of correspondence materials and grade-change forms. A new drop box has been installed outside the building to enable students to drop off correspondence work.
- The River Consortium held a virtual Informational Meeting on December 10, 2020 to provide legislative, fiscal, and project updates to members and stakeholders. Minutes of the Meeting are appended to this report, along with the 2020-2021 Consortium Annual Plan filed with the State.
- San Bernardino County is still at the purple level which restricts our ability to offer any in-person CTE labs in the shops on the Needles High School grounds. We have scheduled two Auto tech and one Welding theory correspondence classes for the spring. We are working with the NHS Counselor to register students for these classes.
- The Virtual GED program is ongoing. We continue to provide students with the resources they need, including Chromebooks, free textbooks and practice tests. In-person testing is still on hold for Blythe and Needles.
- Cathy Stubblefield continues to attend virtual community outreach activities, including active participation in the tri-state Sunrise Rotary Club.
- Robert Van Dyne continues to effectively manage the IT needs of the Needles Center staff under the current guidelines, as well as assist with other tasks as needed.

- Albert Brambila is working to ensure that the Needles Center is properly sanitized and cleaned according to COVID guidelines.

California Adult Education Program (CAEP)

Alejandro Clark, River Consortium Coordinator, continues to manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions. The aforementioned Meeting Minutes of the River Consortium provide an overview of the consortium’s work. Here is the monthly summary of his activities:

November 30, 2020	Burlington English Meeting / Product Demo / Digital lesson modules
December 3, 2020	Pirates Chest Advisory meeting
December 4, 2020	Webinar: Distance Education Strategies & Solutions: Creating a Digital Literacy Action Plan
December 10, 2020	Consortium Member Meeting
December 15, 2020	San Bernardino CAEP Director's Meeting (Special Guest: Summer Steele)

Family Night/ PVC CDC	We have been working with CDC Director Dana Rethwisch on implementing the online pilot for family night. After our first meeting it was clear that we need to make changes. We put a action plan together during our debriefing meeting that included a few program development meetings before having another meeting in January 2021
Parent Support Meetings PVUSD	Tracie, Lois, Maria Gonzales, and I have been working together on the online parent support meetings. We have decided to include additional digital literacy meetings to support parents with helping their child succeed when learning at home. We will have our next meeting the second week of January 2021.
Burlington English	I attended an online product demo for Burlington English. The online digital modules are interchangeable and diverse. Instructors can monitor student progress with useful student data collected through the student’s journey. The product is sold by seat per year.
Consortium Meeting	Created the agenda, coordinated digital materials for the invitation, edited previous meeting overview notes for review and gathered input for agenda items. Presented the consortium’s project development process during the meeting of the consortium board.
NUSD Parent Ed. Meetings	Working with Dr. McNeil on the second series of “Parent Project” online pilot. We will have several program development meetings in January to gear up for the coming months.
Regular Duties	Assist Maureen Burt, GED Coordinator with online registration of on the Blythe and Needles students. Working with Mr. Rubalcava at Twin Palms on an online meeting for outreach. Assisting on the River Consortium website update; working with IT to incorporate the link onto the PVC website page.

CAEP Data and Accountability Program and GED Program -Maureen Burt

- The virtual GED classes are in progress. New GED applications are being processed on an ongoing basis. All students are being assisted to acclimate them to the virtual environment.
- Data collection for all Consortium programs is ongoing and is reported in a timely manner.



PALO VERDE COLLEGE

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FROM THE DESK OF LALE CILENTI

DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES
FROM: LALE CILENTI
SUBJECT: REPORT OF ACTIVITIES
DATE: 02/09/2021
CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- The Center has been struggling with long-term staff absences, all the while trying to keep up with advising and registration.
- The Mezzanine construction project is ongoing.
- Newly elected Assemblymember Smith who represents the Needles Center has sent Dr. Wallace a request for a meeting which has been tentatively scheduled for February 24. We are excited to be meeting with Mr. Smith who has a strong interest in education to discuss the valuable contribution that the Palo Verde College Needles Center makes to the community of Needles.

California Adult Education Program (CAEP)

- The River Consortium adult education website has been updated and revised. These revisions are designed to accommodate changes in policy and programs due to pandemic constraints, refocus of legislation, new three-year and annual action plans, and recently implemented programs and pilots. We have also added a new page that offer perspective and information on the development of *Adult Education in California*. An easy-access Spanish version of the site is in the works.
- Link to the website, <http://www.theriverconsortium.org/>

The River Consortium
Palo Verde College • Palo Verde Unified • Needles Center

About Us Leadership Legislative Update The Plan Adult Education in California Agenda, Minutes and Events

Palo Verde

The River Consortium

The River is the Tie That Binds

For at least the last 8000 years the Colorado River has supported life, culture and economies from indigenous nomadic river tribes to 21st century nomadic recreation travelers.

Agriculture, ranching, fishing, and hydropower have thrived in the Palo Verde region primarily because of The River and will continue to thrive



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DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES

FROM: LALE CILENTI

SUBJECT: REPORT OF ACTIVITIES

DATE: 03/09/2021

CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- We are continuing to assist all local instructors and students by phone and email and referring students to the appropriate departments on the main campus, as needed.
- Construction continues on the upper level and the workers are being compliant with the Covid screening forms. Allied Health materials and equipment are being delivered and temporarily stored, waiting for completion of the work.
- The Zoom meeting previously scheduled for February 24 with the new 33rd District Assemblymember Thurston Smith has been rescheduled for Thursday, March 4. We look forward to meeting with Mr. Smith who has a strong interest in education to discuss the valuable contribution that the Palo Verde College Needles Center makes to the community of Needles.
- The River Consortium, in partnership with PVC, has contracted with WestEd, a San Francisco-based educational research nonprofit organization, to conduct an employment research study to better serve the educational and employment needs of the community. Many thanks go to Jaelyn for making it possible for us to reach out to the community. A summary of the study objectives and expected outcomes is appended (*) to this report. A final report will be presented upon completion of the study.
- Attended the CTE and the Healthcare Advisory committee meetings on the status of current and upcoming programs, and the PVC Strategic Planning meeting on eLumen.
- Attended several adult education meetings, including the Adult Ed Steering Committee Meeting on Pandemic Program Development, GED to CNA enrollment management, parent project meetings for PVUSD and NUSD, Student services workshop for Twin Palms Continuation HS.
- Attended the February Board Meeting at Valley View Medical Center on February 24. Topics of discussion concerning the community included the availability of vaccines for the different groups and possible means to alleviate some of the stresses and pressures healthcare workers continue to endure.
- The Virtual GED program is ongoing. We continue to provide students with the resources they need, including Chromebooks, free textbooks, and practice tests. Students are now able to take their GED tests online. In-person testing is still on hold for Blythe and Needles.
- Cathy Stubblefield continues to perform outreach activities, and has attended the following:
 - The Mohave Valley Academy of Building Industries Community Outreach Board meeting on February 17. The school's students are struggling to finish high school and are unable to move

up to trade schools or colleges due to the COVID pandemic. Classroom sizes have fallen under ten students and school enrollment has declined by 35%. The school is planning a Career Pathways Programs and will invite the College and CTE instructors to attend.

- The City of Needles Chamber of Commerce groundbreaking for the Needles Hampton Inn on Thursday, February 18, representing the Needles Center.
- The Sunrise Rotary meeting where The Bud Pharmacy dispensary made a presentation on needing to fill their staff vacancies within the Needles community. Once schools reopen, we will work with them to establish a hiring/training program.
- Albert Brambila is working to ensure that the Needles Center is properly sanitized and cleaned according to COVID guidelines.

California Adult Education Program (CAEP)

Alejandro Clark, River Consortium Coordinator, continues to manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions.

DATE	EVENT
FEB 1	GED Staff meeting via Zoom. Discussions were focused on revising the Spanish electronic GED application form. Students had been experiencing technical issues when trying to submit the form. Using Adobe Sign we were able to resolve the issue.
FEB 3	Palo Verde Unified School District Twin Palms Continuation High School virtual workshop via Zoom. Representatives from each college student services department shared information about their respective programs. I presented information on the adult education programs and services. I emphasized the workforce supplemental skills that students can obtain while completing their higher education. It was a collective effort that included financial aid, EOPS, DSPS, TRIO grant, Student Success and Pirates' Chest Food Bank.
FEB 3	ACSA Adult Ed. Steering Committee Meeting – Pandemic Program Developments
FEB 4	CAEAA Conference Online
FEB 9	CNA program / Adult Education Program Meeting – Discussion focused on how we can expand opportunities for adult ed. program students with an emphasis in allied health and CNA.
Feb 10	Webinar: Protecting Your Program and Students; Understanding How to Influence and Educate State Legislators and Policymakers
FEB 11	Adobe Sign Training
FEB 12	Professional Development: Training - WhatsApp & Zoom: A Pencil and Paper for Easy On-line Learning for Parent Educators (Catesol Workshop)
FEB 16	San Bernardino CAEP Director's Meeting
FEB 18	Parent Project Parent Ed. Program NUSD – DR. Mary McNeil and head start director Regina Fields
FEB 24	Free ICAN Safe Workforce, Safe Workplace Training & Certificate Webinar
FEB 24	Felix Appleby - parent and family engagement meeting
FEB 24	PVC - CTE - Advisory Committee Meeting
FEB 25	Webinar: Strategies for Making Remote Learning Engaging for Adult Learners
FEB 25	Healthcare Advisory Committee Meeting
FEB 25	Meeting with BLS instructor to continue the program in March
Regular Duties	Purchasing, Coordinating Meetings, Developing Marketing Materials, creating surveys, strengthening partnerships, program development, helping students register for the GED program, providing technology access to students through the GED program equipment loan program, assessing workforce and secondary education needs in the community, etc.

CAEP Data and Accountability Program and GED Program -Maureen Burt

- The virtual GED classes are in progress. New GED applications are being processed on an ongoing basis. This month we have had 5 new GED students and one GED recipient.
- Data collection for all Consortium programs is ongoing and is being reported in a timely manner.

***PVC-CAEP-WESTED EMPLOYMENT RESEARCH STUDY**

Background:

- Assembly Bill 104, the basis for the formation of statewide consortia, is part of a legislative statewide workforce initiative.
- The 2020/21 consortium budget language as well as guidance language from Sacramento focuses specifically on employment, salary gains and post-secondary pathways and programs.
- The 2020/21 consortium budget grants a one-time research/data fund for each of the consortia. Amount is driven by an algorithm that is based on individual consortium allocations.

Employment Research Study

- A research partnership was formed by WestEd, The River Consortium and PVC to develop bilingual student surveys designed to gather student employment and post-secondary input that will help inform programs that will improve outcomes. Student surveys will be distributed to PVC non-credit and CTE students during February.
- Additionally, an employer qualitative study (in-depth interviews) is in its final stage of development and will be implemented in March.

Expected Outcomes

- Report on highlights and detailed findings from the studies.
- Development of an employment primer for students, teachers, and counselors.
- Development of instructional strategies and materials that will enhance student potential for employment, salary gains and post-secondary opportunities.
- Recommendations for professional development that will help providers improve student workforce outcomes.



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FROM THE DESK OF LALE CILENTI

DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES

FROM: LALE CILENTI

SUBJECT: REPORT OF ACTIVITIES

DATE: 04/13/2021

CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- We are working on the Needles Center summer and fall class schedules with Maria Kehl, and continuing to assist all local instructors and students as needed.
- Construction continues on the upper level. Allied Health materials and equipment are being delivered and temporarily stored, waiting for completion of the work.
- Attended the following meetings and webinars:
 - PVC Foundation
 - CAEP Effective Practices on Adult Education and Immigrant Integration in California
 - CAEP Effective Practices on transition from Adult Education to Postsecondary Education and Employment in California
 - CAEP The Education to Workforce Pathway: Smoothing the Route and Ensuring a Relevant Destination
 - CAEP CFAD 2022 – What’s up with your CAEP Allocation?
 - CAEP Using Social Media to Market Adult Education
- Attended the March Board Meeting at Valley View Medical Center on March 31. Topics of discussion concerning the community included the availability of vaccines for the the public as a whole, allowing limited visitors to patients, and future plans for expanded patient care.
- The Virtual GED program is ongoing. We continue to provide students with the resources they need, including Chromebooks, free textbooks, and practice tests. Students are now able to take their GED tests online. In-person testing is still on hold for Blythe and Needles.
- Cathy Stubblefield continues to perform outreach activities, and has attended the following:
 - March 2nd The Bud Farmacy a Medical marijuana business in Needles reached out for students who were ready for the work place. A workplace preparation program is needed for the community and discussion will continue when COVID limitations are loosened.
 - March 13th Represented Palo Verde College at the Mohave Sunrise Rotary annual Golf Tournament to raise monies for their local scholarships. Palo Verde College donated car window visors and hats as tournament prizes.
 - March 27th Distributed Easter family boxes with other members of the Needles Women’s Club. Twenty one families of four or more were given enough food for a week plus a ham and dinner fixings for Easter. GED for material the Needles Center was included in the boxes.

- Albert Brambila is working to ensure that the Needles Center is properly sanitized and cleaned according to COVID guidelines.

California Adult Education Program (CAEP)

Alejandro Clark, River Consortium Coordinator, continues to manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions.

March 1	First Monday meeting in integrating Adult Ed/Noncredit and Guided Pathways.
March 2	ALEKS software/program Abena Wahab, MS, MSHE SBVC - Zoom meeting to discuss Math software for students needing additional assistance to reach higher math levels
March 3	Technology and Distance Learning Symposium 2021 OTAN
March 8	Keenan Safe Colleges Trainings Online Palo Verde - ed2go partnership Zoom meeting to go over non-credit courses by ed2go
March 11	PVUSD Parent Education Meeting on school reopening with PVUSD superintendent Tracie Kern, guest speaker. PRC Meeting
March 12	COABE presentation overview/ prep
March 17	Return to Work Job Seeker Webinars
March 18	PRC meeting
March 22 – 14	Co-Presented at the 2021 COABE Virtual Conference: (See attached) “Meeting the Needs of Rural Adult Education Populations: From CTE to ESL and HSE” This workshop highlighted the steps utilized by the adult education programs in Blythe and Needles, CA, which operate under a consortium funding model to identify the academic needs of the community, ideate steps to create unique programs of study that meet local employer needs and meet the performance outcomes mandated by both a state-funded and WIOA-funded adult education agency.
March 25	PVUSD Parent Education Meeting
March 26	Webinar CFAD 2022 – What’s up with your CAEP allocation?
<p>Daily Duties:</p> <ul style="list-style-type: none"> - Creating Marketing Materials (flyers, banners) - Registering Students for programs and services - Outreach through social media posts - Community Outreach - Coordinating project program development, implementation, and debriefing meetings - Developing a streamline registration process for students - Creating webpage content for a “adult education program” webpage to increase access for students and a student user friendly site for program information and registration. - Maintaining partnerships with DPSS and probation department to support their clients with consortium programs and services. - Purchasing for consortium (i.e., instructional items, textbooks, etc.) - Networking with chamber of commerce, district staff, local community groups and local business - Participating in the Pirates’ chest distribution for consortium programs and services outreach - Regional Meetings to update on new changes and discuss best practices. - Create electronic forms. - Implementation of programs - Setting up Zoom room, working with guest speakers on content, introducing guest speakers, monitor chat for attendee questions, contracts, etc. 	

CAEP Data and Accountability Program and GED Program -Maureen Burt

- The virtual GED classes are in progress. New GED applications are being processed on a continuing basis.
- Data collection for all Consortium programs is ongoing and is being reported in a timely manner.

Adult Education in Rural America

Alejandro Clark, Palo Verde Community College
Mitch Rosin, P2C Solutions, LLC

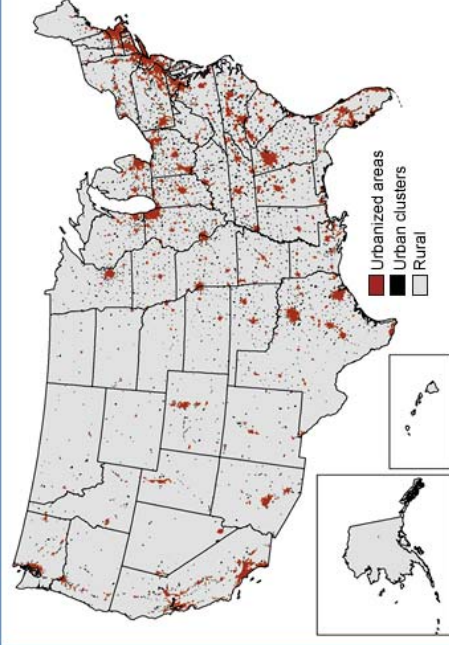
What is Rural?

The U.S. Census Bureau defines RURAL as any population, housing, or territory NOT in an urban area.

Huh?

What is Rural?

U.S. Census Bureau's urban and rural areas, 2012



Source: USDA, Economic Research Service using data from the U.S. Census Bureau.

Palo Verde Community College & Blythe, CA

- Population: 21,000 (3,000 from prisons)
- Median Income: \$48,000
- Poverty Level: 16%
- Schools: 3 elementary, 1 high school, 1 continuation high school, 1 community college
- How far?
 - 125 Miles from Palm Springs
 - 150 Miles from Phoenix
 - 200 Miles from Las Vegas
 - 250 Miles from Los Angeles

Barriers of Rural Adult Learners and Instructors

Barriers to Rural Adult Education

- Cultural
- Socio-Economic
- Immigration
- Financial
- Self-Esteem
- Seasonal Enrollment Fluctuations
- WIOA
- Language
- Academic
- Job vs College
- Digital Literacy & Internet Access
- Persistence



Cultural Issues

Cultural Issues

- A. Education can Lead to Better Paying Job
- B. Welcome to Any Class and Career Pathway
- C. Overcoming Family Expectations
- D. Valuing Credentials from Country of Origin
- E. Breaking the Cycle by Exposing Children to Parents Pursuing Education
- F. Use Language to Promote Short-Term Programs

A. Recognizing that Education can Lead to Better Paying Jobs

Issues:

- Lack of knowledge (Solar Technician Certification = \$4,5K)
- Inability to create a vision/pathway for future career (I don't know where to start.)

Strategies:

- 1:1 Demonstrate Job Search Engines to Show Earning Potential
- Career Cruising, Indeed, Xello
- Higher Level Jobs = Higher Level of Benefits (vacation time, work schedule, etc.)

B. Feeling Welcome to Classes and Career Pathways

Issue:

- Age impacts persistence:
 - Older learners feel out of place (I'm too old to go to class!)
 - Younger learners are pressured by family (My mother says I can't be a chef.)
- Middle class parents tend to teach children to be self-directed; Working class parents tend to teach children to conform to authority

Strategies:

- Guidance and counseling to identify self-imposed biases
- Implement a more welcoming intake process
- Vision and small steps can lead to immediate earnings
- Certificate -> Associate Degree -> Advanced Degree -> Etc.

C. Overcoming Family Expectations

Issues:

- Ingrained mindset of low achievement (People from my neighborhood don't work in white collar jobs.)
- Gender role stereotyping (Only women become nurses.)
- Negatively deficient mindset (I can't possibly go to college.)

Strategies:

- Counselors profile achievements and opportunities
- Exposure to potential careers
- Demonstration of need in non-traditional career choices (ex: female recruitment for fire academy)

E. Break the Cycle: Expose Children to Parents Pursuing Education

Issues:

- Children don't have positive role models who are pursuing education

Strategies:

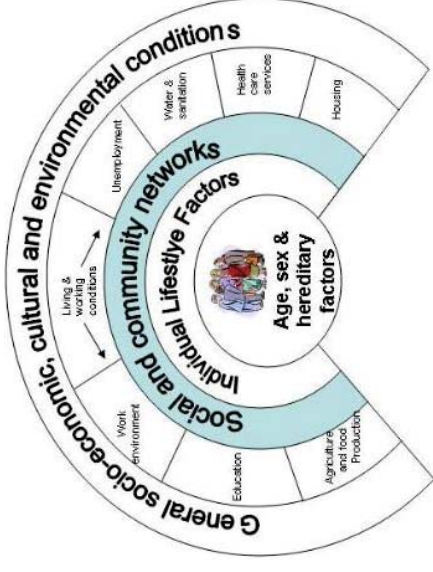
- Allow parents to bring their children to Community College orientation

F. Use Language to Promote Short-Term Programs

Issues:

- Misconception: Length and time to complete program
 - Myth: College is not for me
- ### Strategies:
- Use precise language to explain various options and programs
 - Discuss short-term CTE tracks to promote quick completion and entrance to essential jobs
 - Discuss difference between certificates and degrees

Socio-Economic Barriers



2. Socio-Economic Barriers

- Child Daycare
- On-site Counseling; meeting where the student is (literally and figuratively), not where we are
- Needs Assessment for Regional Support and Funding for Multi-generational Services

A. Child Daycare

Issues:

- Parents need to tend to children, rather than attend class
- Cyclical issue: lack of child care prevents finding a good job which prevents education which prevents a good job which prevents child care which prevents DOMINO EFFECT!

Strategies:

- Collaborate with College for child development center to provide day care
- Discounted student rate for day care on campus

B. Meet the student where they are (literally and figuratively), not where we are

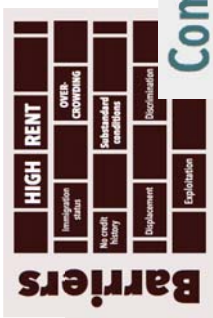
- Issues:
- Students are not "one size fits all" in their ability to engage with the adult education/college community
 - Students are often uncomfortable walking onto a college campus
- Strategies:
- Going into the community to meet with prospective students
 - Virtual tour of CTE
 - Equity versus Equality:



C. Supporting and Funding for Multi-Generational Services

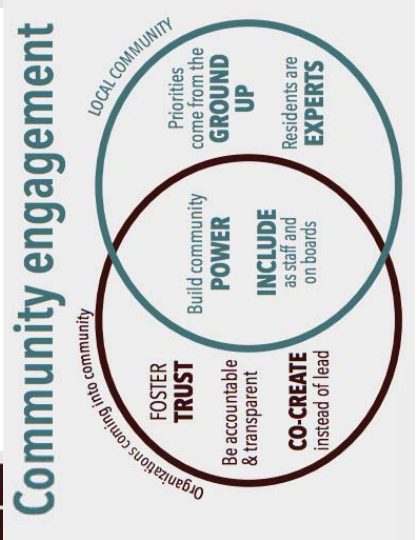
- Issues:
- Identification of needs assessment to allow for adult learners to enroll in educational programs
- Strategies:
- College offers a variety of services and programs to assist students with job placement: CalWorks, Single Parent Assistance (CARE), EOPS, DSPS

Immigration Barriers



3. Immigration Barriers

- A. Fear of Accessing Legal Services
- B. TODEC Services



A. Fear of Accessing Legal Services

Issues:

- Adult students are unaware of how they will be categorized as a student: Legal status is not asked when enrolling in classes

Strategies:

- TODEC services
- College Counselors provide access to information and referral services

B. College Offers TODEC Services

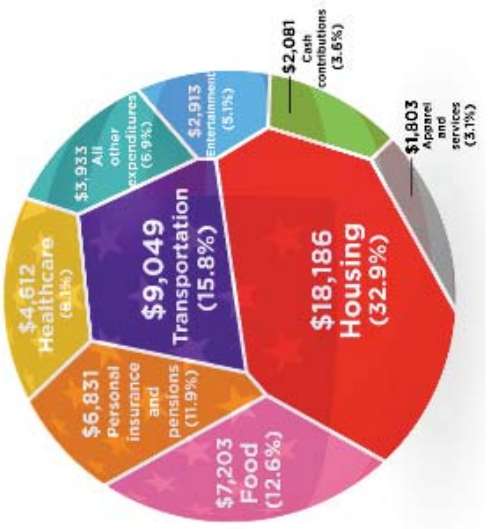
Issues:

- Lack of access to legal services and support

Strategies:

- College provides access to legal experts
- TODEC meets with ESL students interested in learning more about their rights and legal options
- Provides access to health care and vaccinations

Financial Barriers



4. Financial Barriers

- A. FAFSA Application Workshops
- B. Scholarships Workshops
- C. Myths vs Facts

A. FAFSA / Dream Act Application Workshops

Issues:

- Students don't understand the financial aid process

Strategies:

- Conduct workshops at the college
- Provide bilingual workshops (all bilingual)
- Counselor provides application assistance, as needed

B. Scholarships Information

Issues:

- Students are not aware of the funds available
- Students need awareness about grants versus scholarships versus loans
- Students think that they are done with the process before they are done . . .

Strategies:

- Provide students with Financial Aid Workshops schedule
- Student notifications about scholarship opportunity (internal scholarships)

C. Myths vs Facts

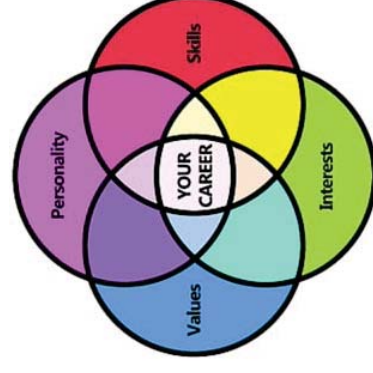
Issues:

- Students think that they have to repay any funds they receive
- Students think Pell Grants are actually loans
- Students are not aware of the FAFSA/Dream Act qualifications

Strategies:

- Workshops and information sessions
- Counseling and guidance

Self-Esteem Barriers



5. Self-Esteem Barriers

- A. Second Chance Approach
- B. Reentry Support
- C. Empowerment of Parents

A. Second chance approach

Issues:

- Students feel incapable of completing academic classes
- Stigma of not completing school the first time (or second, or third, . . .)
- Pressure to succeed

Strategies:

- Tutoring (online and in-person) for adult learners in Math, English, Writing, Reading, Science
- Summer Bridge Program as first step of enrollment
- College Transition classes (non-credit) "How to be a College Student"

B. Reentry support

Issues:

- Stigma of coming from a correctional setting
- Fear that jobs are unattainable
- Lack of knowledge of what jobs are available

Strategies:

- Partner with local reentry organizations (probation)
- Identify employers who are willing to interview/hire

C. Empowerment of Parents

Issues:

- Parents feel they need to stay home, rather than pursue education
- Breaking the myth that "men are the providers"

Strategies:

- Bring children to orientation
- Provide child care
- Exposure to new career options
- Understanding cost of living and benefits of two incomes / higher incomes

Seasonal Enrollment Fluctuations



A. Migrant Workers

Issues:

- Ranch workers only in area for a short period of time
- Workers do not enroll in formal classes in adult ed

Strategies:

- Short-term, career focused language courses focused on agricultural work

Federal Funding: WIOA



A. WIOA

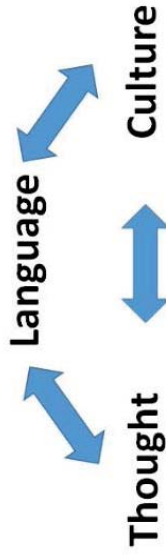
Issues:

- Data reporting and regulations are time prohibitive
- Small rural areas can't sustain WIOA Title II

Strategies:

- Currently not WIOA-funded, but looking toward other funding sources to supplement state dollars
- Partner/collaborate with workforce agencies to create opportunity where it never existed

Language Barriers



6. Language Barriers

- A. Bilingual Counselors
- B. Web Site has Multiple Languages
- C. Translator Available for Application and Orientation
- D. ESL Instructional Aides to Support Learners

A. Bilingual Counselors

- Issues:
- Students avoid enrollment due to language barriers
 - Students are not aware that ESL can be taken non-credit
- Strategies:
- Both transition counselors are bilingual
 - Workshops and orientations are offered in multiple languages

B. 10 Languages on Web Site

- Issues:
- County has more than 145 languages spoken
 - Community translation services are sparse
- Strategies:
- College web site offers multiple languages via drop down menu

C. Translator Available for Application and Orientation

Issues:

- Diversity of the region creates language barriers for Adult School and College staff

Strategies:

- Live Translator enables counselors and faculty to better communicate with students and potential students
- Live translation of application questions
- Live translation during orientation and workshop sessions

D. ESL Instructional Aides to Support Learners

Issues:

- Students need support to succeed in the ESL program

Strategies:

- Hire instructional aides to provide support, structure, and a framework for ESL students

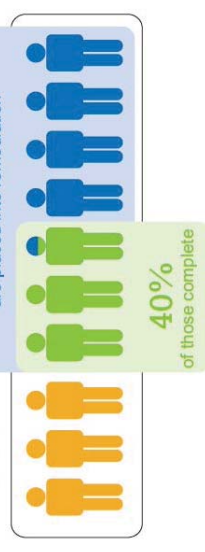
Academic Barriers

Percent of Students Entering California Community College in Remedial Coursework



Academic Barriers

First-time College Students



7. Academic Barriers

- A. Expectation of Adult Ed and the College
- B. Connect to DSPS office
- C. Campus Tours

A. Expectations of Adult Ed and the College

Issues:

- Difference between self-paced, open enrollment Adult School and structured courses during a college semester

Strategies:

- Exposure to non-credit courses as a stepping stone to matriculation
- Counseling sessions
- Information sessions to prepare adult learners
- Meet the student where they are!

B. Connect to DSPS office

Issues:

- Students are unaware of their learning disabilities
- Stigma often prevents students from seeking support

Strategies:

- Counselors personally refer students to DSPS office
- Assessments identify areas for remediation and accommodation
- Workshops about services available
- Developed a resource flier and electronic hub with contact list for students

C. Campus Tours

Issues:

- Students fear the collegiate setting
- Often don't feel like they belong due to past experience
- "College is for kids" mentality for older learners

Strategies:

- Provide tours both individually and for cohorts of adult learners and incoming seniors
- Tours are offered for groups at a minimum of once per semester

Job vs College Barriers



8. Job vs College (Education Barriers)

- A. Distance Learning Opportunities
- B. Flexible Class Schedule
- C. Complete HSE to Keep / Find a Job

A. Distance Learning Opportunities

- Issues:
- Student schedules prohibit attendance at set class times
- Strategies:
- Provide opportunities for online learning at the Adult Schools and the Colleges

B. Flexible Class Schedule

- Issues:
- Employment often prohibits attendance at daytime classes
- Strategies:
- Night and weekend classes offered at the college for both face-to-face and online

C. Complete HSE to Keep / Find a Job

- Issues:
- Employers often require diploma completion within a given time period
 - Business-focused skills are becoming a greater job requirement (email, excel, etc.)
- Strategies:
- Provide courses in partnership with local social service office to identify students

Digital Literacy & Internet Access Barriers

2020 This Is What Happens In An Internet Minute



Digital Literacy Barriers

- A. Computer Literacy
- B. College Application Workshops
- C. Aztec Software Computer Literacy Unit
- D. RACHEL for Internet Access

A. Computer Literacy

- Issues:
- Students are not computer literate
 - Students have difficulty applying for online jobs
- Strategies:
- Non-credit, Basic Computer Classes (email, accounts, web browsing)
 - Classes offered bilingual

B. College Application Workshops

Issues:

- Students have difficulty applying AND enrolling in college classes online

Strategies:

- 1:1 application process, as needed
- Paper-form and electronic applications for non-credit classes
- Working with students prior to starting them on campus

C. Aztec Software Computer Literacy Unit

Issues:

- Students need basic instruction in digital literacy skills

Strategies:

- College purchased Aztec Software which provides access for all students to GED preparation, which includes a Computer Literacy course

D. Internet Access

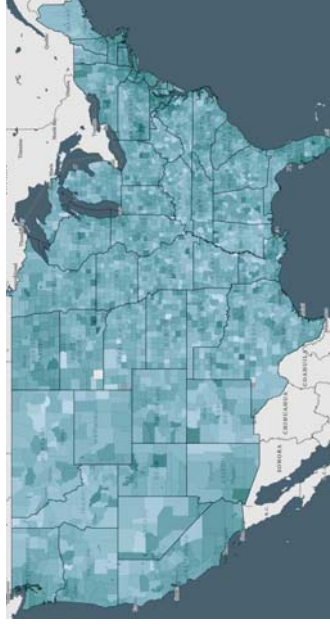
Issues:

- Many residents do not have access to reliable internet or strong broadband

Strategies:

- RACHEL (Remote Area Community Hotspot for Education and Learning) is a portable, battery-powered, device that contains copies of educational websites in offline format.

D. Internet Access



Persistence Barriers

Aim:
Students continue to put forth effort during challenges and when they do so they use effective strategies.

- Students believe they are capable of learning math.
- Students feel socially tied to peers, faculty, and the course.
- Students believe the course has value.
- Students have skills, habits and know-how to succeed in college setting.
- Faculty and college support students' skills and mindsets.

- A. Group Text Messages
- B. Support through a Cohort Model

Persistence Barriers

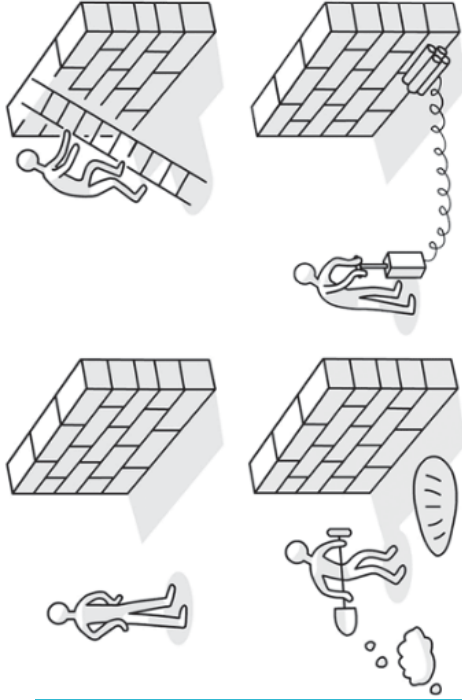
A. Group Text Messages

- Issues:
- Communication can be difficult to large groups of students/cohorts
 - Not everyone has email access
- Strategies:
- Counselor uses Facebook Groups and WhatsApp Groups as a method of communication and instruction to students

B. Support Through a Cohort Model

- Issues:
- Peer support provides the needed support to remain in school
 - "Feeling of Belonging" decreases attrition and increases persistence
- Strategies:
- ESL builds cohorts that provide emotional and academic support
 - Peer pressure acts as positive reinforcement through positive interaction with faculty and peers

Questions?



Conclusion



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI

DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES

FROM: LALE CILENTI

SUBJECT: REPORT OF ACTIVITIES

DATE: 05/11/2021

CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- We are gearing up to assist students with their summer and fall class schedules, and continue to assist all current local instructors and students as needed.
- Construction continues on the upper level. Completion of the the work is projected to be the end of June.
- Attended the following meetings and webinars:
 - CAEP CCCApply Noncredit Application with SuperGlue: A PCC Success Story
 - CAEP Get Ready for AEP 2021: New Features and Updates to the Adult Education Pipeline Dashboard
 - CAEP Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement
 - CAEP Three-year Consortium Planning Using the AEP Dashboard
- The River Consortium is participating in a pilot program to expand the use of the Adult Education Pipeline to streamline data collection and analysis. We have initiated contracts with WestEd to assist us in this matter.
- Attended the April Board Meeting at Valley View Medical Center on April 28. Topics of discussion included the need to educate the community on the benefits of vaccination and the steps towards normalization of operations.
- The Virtual GED program is ongoing. The program continues to provide students with the resources they need to obtain the GED. Students are now able to take their GED tests online. In-person testing is scheduled to begin this month, following recertification and update of the testing system.
- Cathy Stubblefield continues to perform outreach activities. This month she has participated in several fundraising events to raise money for scholarships. I'm very proud to announce that Cathy is now the newest member of the Needles Chamber of Commerce, representing Palo Verde College.
- Albert Brambila is working to ensure that the Needles Center is properly sanitized and cleaned according to COVID guidelines.

California Adult Education Program (CAEP)

Alejandro Clark, River Consortium Coordinator, working with Maria Gonzalez, continues to manage the active and pilot projects of the Consortium:

- Parent Education Projects continue to provide support to parents of PVUSD and NUSD students:
 - April 15 – Derrek Copple | Certified Nursing assistant Program BLYTHE
 - April 22 – Rorie Chambers | Financial Aid BLYTHE
 - April 8 – Safety / COVID | Dr. McNeil NEEDLES
 - April 15 – Time Management NEEDLES
 - April 22 – Teacher / Parent Communication NEEDLES
 - April 29 – Health / Nutrition NEEDLES
 - May 6 – Social and Emotional Support -BLYTHE
- NEW: The consortium is now managing the typing test certification program.
- Webinars:
 - Voxy EnGen Product Demo – 04/12/2021
 - Immigrant Integration PLC: 04/15/2021 at 10:00 AM Presented by Jennie Mollica
 - Student Success Conference – 04/16/2021
 - What’s NonCredit Coding Got to Do with It: Getting the Most Out of Your Data : 04/20/2021 - 12:00 PM
 - Demo with Todd and Patrick 04/20/2021
 - Voxy EnGen Demo- English for Career Pathways 04/21/2021
 - Forest Management Workforce Seminar 04/22/2021
 - TTA Meeting – Jacques LaCour 04/22/2021
 - Business Advisory Meeting 04/28/2021
 - 2021 Coachella Valley Virtual Business Conference and Economic Forecast 04/29/2021
- Ongoing Duties:
 - Creating Marketing Materials (flyers, banners)
 - Registering Students for programs and services
 - Outreach through social media posts
 - Community Outreach
 - Coordinating project program development, implementation, and debriefing meetings
 - Developing a streamline registration process for students
 - Creating webpage content for a “adult education program” webpage to increase access for students and a student user friendly site for program information and registration.
 - Maintaining partnerships with DPSS and probation department to support their clients with consortium programs and services.
 - Purchasing for consortium (i.e., instructional items, textbooks, etc.)
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 - Regional Meetings to update on new changes and discuss best practices.
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 - Setting up Zoom room, working with guest speakers on content, introducing guest speakers, monitor chat for attendee questions, contracts, etc.

CAEP Data and Accountability Program and GED Program -Maureen Burt

- The virtual GED classes are in progress. New GED applications are being processed on a continuing basis. The test centers will be open for on-ground testing following recertification and updates.
- Data collection for all Consortium programs is ongoing and is being reported in a timely manner.



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI

DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES

FROM: LALE CILENTI

SUBJECT: REPORT OF ACTIVITIES

DATE: 06/08/2021

CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- We are working with online and in-person, by appointment, with summer and fall class schedules, and continue to assist all current local instructors and students as needed.
- Construction continues on the upper level. Completion of the the work is projected to be the end of June.
- The River Consortium is participating in a pilot program to expand the use of the Adult Education Pipeline to streamline data collection and analysis. We have initiated contracts with WestEd to assist us in this matter
- The Consortium held the first part of its Annual Retreat on May 26 via Zoom. The retreat was attended by a diverse group of stakeholders including key members of Pale Verde College Instruction, Student Services, and Counseling departments. CAEP continues to strengthen emphasis towards providing broader educational and workforce options for adults who complete the non-credit ESL and/or GED classes via well-defined PVC pathways.
- Attended the May Board Meeting at Valley View Medical Center on May 26. Topics of discussion included the expansion of the hospital services to include a new burn unit, the continued need to educate the community on the benefits of vaccination and the continuing efforts by staff towards normalization of operations.
- The Virtual GED program is ongoing. The program continues to provide students with the resources they need to obtain the GED. Students are now able to take their GED tests online. In-person testing is scheduled to begin in June, following recertification and update of the testing system.
- Cathy Stubblefield continues to perform outreach activities on behalf of the Needles Center and CAEP Needles:
 - Rotary Scholarships from Mohave Sunrise Rotary presented five awards. One was for a Needles High School graduate for \$2000.00 for Linemen's College in Idaho. The student will be returning to the area to work for the City of Needles Utilities Department.
 - Outreach to Fort Mohave Indian Tribe continues. Depending on COVID restrictions we are hoping for hands on welding and auto program demonstrations.
 - Chamber of Commerce Needles May business outreach events were held at Green Distributors, Marvin J Marijuana distillery, and the Red Dog Inn.
 - GED Outreach material was given to FMIT this month.
- We are very happy to welcome Dan Spechtenhauser to the Needles Center as the full-time IT

Technician, replacing Bob Van Dyne who retired last month.

- Albert Brambila is working to ensure that the Needles Center is maintained, properly sanitized and cleaned according to COVID guidelines.

California Adult Education Program (CAEP)

Alejandro Clark, River Consortium Coordinator, working with Maria Gonzalez, Maria Gamez, and Maureen Burt, continues to manage the active and pilot projects of the Consortium:

<p>Parent Education Programs</p>	<p>Working with NUSD staff on virtual parent ed. meetings.</p> <ul style="list-style-type: none"> - May 6th Cafeteria - May 13th Technology - May 20th Bully Prevent / Cyber Bullying - May 27th Grades / Academics and your child <p>Working with PVUSD on virtual parent ed. meetings.</p> <ul style="list-style-type: none"> - May 6th Social Emotional Support - May 20th Career Technical Education Pathways <p>Working on putting together the video links for each session. The links will be provide to each of the districts. Parents will be able to access these videos from a district website.</p> <p>-Attempting to create a pre-test that includes a video link upon submission and a link to the post-test at the end. We are using Microsoft forms and Zoom prerecorded videos.</p>
<p>May 1</p>	<p>Now providing the preemployment typing test certification on campus</p> <ul style="list-style-type: none"> - Several new state prison employees completed the certification to obtain employment - Ironwood and Chukawalla State Prison human resource staff had been informed of the process and are now referring requests to
<p>May 5</p>	<p>CCCApply Noncredit Application with SuperGlue: A PCC Success Story webinar</p>
<p>May 11</p>	<ul style="list-style-type: none"> - Attending TTA meetings with our consortium coach Jacques LaCour
<p>May 12</p>	<p>Why Do My Data Reports Look Different: AEP Dashboard and CASAS TOPSpro Enterprise webinar</p>
<p>May 13</p>	<p>Voxy Engen Demo for noncredit Spanish vocational ESL material. Palo Verde - ed2go partnership Zoom meeting to go over non-credit courses by ed2go</p>
<p>May 17</p>	<p>May 26th consortium retreat preparation</p>
<p>May 19</p>	<p>Regional WIOA/ACSA meeting</p>
<p>May 18</p>	<p>PRC meeting</p>
<p>May 26</p>	<ul style="list-style-type: none"> - 2021 Online Consortium Retreat - Workforce Development Board Special Populations Business Services Convening online meeting
<p>May 27</p>	<p>Partner Webinar: Workforce Innovation and Opportunity Act (WIOA) Best Practices</p>

CAEP Data and Accountability Program and GED Program -Maureen Burt

- The virtual GED classes are in progress. New GED applications are being processed on a continuing basis. The test centers will be open for on-ground testing following recertification and updates.
- Data collection for all Consortium programs is ongoing and is being reported in a timely manner.



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI
DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES
FROM: LALE CILENTI
SUBJECT: REPORT OF ACTIVITIES
DATE: 08/11/2020
CC: DON WALLACE, SCOTT BAUER, BIJU RAMAN, CARRIE MULLION

Needles Center

- Registration and advising of Needles students is being conducted via phone, email and video conferencing.
- Our face-to-face classes have been converted to the correspondence format when possible.
- The Needles Center has acquired 30 Chromebooks and 30 hotspots, funded by the River Consortium, to assist local students in their studies. These will be checked out by students on a need basis.
- Construction is still ongoing.
- Attended the monthly Valley View Medical Center Board of Trustees meeting on Wednesday, July 29 via Skype. We continue to receive hospital operation and COVID-19 status updates for the tri-state area.
- In the 2020-21 state budget signed by the Governor, CAEP Consortia Members have now have the same allotment as in 2019-20. The 12% cut has been eliminated. Palo Verde River Consortium will receive \$832,637.
- The 2020-21 Annual Plan of the River Consortium has been completed and submitted for approval to the Consortium board. The Budget plan for the Consortium is being developed.
- Cathy Stubblefield's face-to-face outreach activities have been put on hold until further notice. She continues to work with the Census 2020 representatives and the City of Needles to encourage Census participation. She attends the weekly Sunrise Rotary Club meeting virtually.
- Robert Van Dyne continues to effectively manage the IT needs of the Needles Center staff under the current guidelines, as well as assist in necessary tasks during Jeanie's absence:
 1. Updated Computers and assigned servers.

2. Helped Staff with various problems relating to printers, scanners, phones and computer Software.
 3. Watched Office and phones during lunch and at other times during Jeanie's absence due to illness.
 4. Manually upgraded computers as needed.
 5. Setup and enabled Zoom for Board and Office Staff Meetings.
 6. Monitored A/C System and Units.
 7. Coordinated with Needles Center Contractor as needed.
 8. Refreshed GED Computers to install new GED version of Pearson Software, reinstalled software.
 9. Checked in and inventoried new Chromebooks, created a Detail Spreadsheet and assigned PVC inventory stickers.
 10. Replaced Faulty Intelligent Controller in Big UPS Unit in Server Room.
 11. Recovered from Area power outages, restarted servers.
- **California Adult Education Program (CAEP)** –Alejandro Clark, River Consortium Coordinator (AKA the CAEP Crusader) continues to effectively manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions.
 - Began working with NUSD superintendent Dr. McNeil and Regina Fields (Needles Parent Project Point Person) on implementing the parent education program "Parent Project" in Needles, Ca. We shifted the framework of the program from face to face to online zoom meetings. Logistical discussions focused on zoom controls, pre and post testing, and meeting overview were carried out.
 - July 16 – First Needles Parent Education Zoom meeting on Safety/COVID. Guest speaker NUSD Superintendent Dr. McNeil provided a great presentation on Safety/COVID. We had a great first meeting and we look forward to having one every Thursday evening of the week for the next nine weeks.
 - July 23 – Needles Parent Education Zoom meeting – Summer Fun Learning
 - July 30 - Needles Parent Education Zoom meeting - Water safety
 - Coordinated the July consortium working meeting.
 - Worked with the team on creating meeting materials
 - Helped develop action plans to update July meeting attendees on status of pilot programs.

Webinars

July 6 - COABE Virtual Trivia!

July 21 - K12 Adult/COE/Community College Jail Ed Network Call

July 22 - WIOA/ACSA meeting

July 30 - San Bernardino CAEP Consortia Director's Meeting

July 30 – Consortium July Meeting

On-going duties

On-boarding new Needles Parent Project point person

Program Marketing, including developing information for new GED students

Coordinating zoom meetings

Creating program surveys

CAEP Data and Accountability Program (Maureen Burt) and GED Coordinators –Maureen Burt, Jessica Soto.

- GED testing is on hold until further notice.
- Maureen Burt activities and webinars:
 - Continuing communication with Anne at the Chemehuevi Education Center on the initiation of a virtual GED class.
 - End of year data for 2019-20 submitted to CASAS
 - Monitoring the virtual Spanish GED class which have continued throughout the summer
 - Webinars:
 - Leveraging Zoom Tools
 - Data submission guidelines for CAEP
 - Data Diving – COVID19 – CASAS
 - Community Jail Ed
 - CAEP data and accountability for 2020-21
 - Mobile learning
 - CAEP CTE pathways
 - Super Consortia Workshops



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI
DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES
FROM: LALE CILENTI
SUBJECT: REPORT OF ACTIVITIES
DATE: 09/09/2020
CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- Needles students are being assisted via phone, email, video conferencing, and face-to-face visits with an appointment and strict observance of Covid protections.
- Jeanie and Albert have returned to their duties after extended absences; we're very happy to have them back.
- The Center welcomed our new VPISS Willie Smith and Associate Dean of Counseling Irma Gonzales when they met our staff and toured the Claypool building. Willie Smith provided some interesting background on the Claypool family.
- Three of our local students were awarded laptops through the PVC Foundation scholarship program. I would like to thank Stephanie and the Foundation for making this possible.
- We have begun checking out Chromebooks for students who need computers for their classes. We are looking for alternatives to the hotspots we currently have which will enable us to prepay for service for a fixed period of 6-12 months, rather than being billed monthly.
- Attended the monthly Valley View Medical Center Board of Trustees meeting on Wednesday, August 26 via Skype. We continue to receive hospital operation and COVID-19 status updates for the tri-state area.
- Thanks to Dr. Wallace, Irma Gonzales and I were made aware of programs at UC Berkeley's Native American Student Development Center that address the needs of Native American high school and transfer students. The information was sent to our local Fort Mohave and Chemehuevi Indian tribes, who expressed interest in pursuing these with their students.
- We are also looking at a project to provide jumpstart to Native American students who are attending tribal high schools. Biju Raman has shared a 100% online program from Mendocino College with pre-semester bridge classes followed by transferable English and Math classes, along with introductory courses in career and life planning, introduction to college, and preparation for student success in online classes.

- We are working closely with the Director of Education for the Chemehuevi tribe to implement a virtual GED preparation program. This is important, not because of Covid, but also because of the 41-mile distance between the reservation and the Needles Center.
- The Needles Unified parent education project sponsored by the River Consortium has started out successfully and will continue with the addition of guest speakers and updates from Superintendent Dr. Mary McNeil.
- Cathy Stubblefield's face-to-face outreach activities have been put on hold until further notice. She continues to work with the Census 2020 representatives and the City of Needles to encourage Census participation. She attends the weekly Sunrise Rotary Club meeting virtually.
- Robert Van Dyne continues to effectively manage the IT needs of the Needles Center staff under the current guidelines, as well as assist in necessary tasks during Jeanie's absence:
 - Updated Computers and assigned servers.
 - Helped Staff with various problems relating to printers, scanners, phones and computer Software.
 - Watched Office and phones during lunch and at other times.
 - Manually upgraded computers as needed.
 - Setup and enabled Zoom for Board and Office Staff Meetings.
 - Monitored A/C System and Units.
 - Recovered from Area power outages (August), restarted Servers and Computers as needed.
 - Checked out Automotive Books and had Students fill out Syllabus forms for classes.
 - Assigned Chromebooks to Students.
- Albert Brambila continues to manage Needles Center maintenance activities efficiently. He has been very effective in working with everyone and being a liaison for the construction crew, especially on Fridays when the Center is closed.
- **California Adult Education Program (CAEP)** –Alejandro Clark, River Consortium Coordinator (AKA the CAEP Crusader) continues to effectively manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions.
 - Working with GED staff on a more streamline registration process.
 - Program Interest Survey
 - Follow up E-mail
 - First contact
 - Developed the online GED application with electronic signature
 - Creating a step by step guide for registration
 - Creating program interest surveys for Mesa Verde and Needles, CA
 - Information will be used to build a data base for future program outreach
 - Quantitative research that will serve as a guide for program development
 - Data will help assess the need for technology resources
 - Developing a referral template for
 - Riverside County Probation Department (Blythe Office)
 - Department of Public Social Services
 - Initiating talks with DPSS and the probation department on the details of what a referral process looks like with the adult ed. program.
 - Working with PVUSD Superintendent on coordinating a meeting to explore expanding our satellite programs

- Studying for Pearson test proctor certification
- Working on ironing out the details for a *Computers Made Simple* class for Spring 2020
- Developing content for an adult education program webpage on the PVC website.
- Working with Maria Cebreros on program success testimony that will be advertised on the radio.

Webinars

- SBC Digital Learning Service – Online lesson design for CTE Teachers
- CAEP Data and Accountability for 2020-21: 08/05/2020
- ESL/Citizenship PLC
- San Bernardino Valley Adult Ed. Summit
 - ABE PLC
 - HSE/HSD PLC
 - Transition Counseling PLC
- Teaching Using iCivics
- Paxen Publishing presentation - spa GED
- Todd Haag, Principal, Chaffey Adult School Meeting
- Workforce Development Board Meeting – Riverside County Workforce Development Board
- Region 5 - East Los Angeles/Inland Counties: CAEP Regional Network Meeting: 08/24/2020
- California's Adult Education Response to COVID-19, Part One
- San Bernardino CAEP Director's Meeting @ Tue Aug 25, 2020 1pm - 2pm
- WIOA/ACSA meeting
- California's Adult Education Response to COVID-19, Part Two
- California's Adult Education Response to COVID-19, Part Three Webinar Confirmation & Next steps.

CAEP Data and Accountability Program and GED Program -Maureen Burt

- Continuing communication with Director of Education of the Chemehuevi Education Center on the progress of virtual GED class.
- Processing new GED applications and preparing virtual classes via updated Aztec software.
- New academic year professional development webinars:
 - CAEP Data and Accountability for the new program year – Aug. 5
 - Super Consortia Day. I attended two workshops, one on ABE, the other on HSE- Aug 6
 - CASAS new features in TE- Aug 18
 - Program Area Reporting – Aug 20
 - CAEP Network Meeting – Aug 24
 - Welcome Back to AE, facilitator Carolyn Zachary – Aug 24
 - Training for the new version of the Aztec software – Aug 24



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI
DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES
FROM: LALE CILENTI
SUBJECT: REPORT OF ACTIVITIES
DATE: 10/13/2020
CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- Needles students are being assisted via phone, email, video conferencing, and face-to-face visits with an appointment and strict observance of Covid protections.
- Jeanie has been working with our local instructors and students on collecting and disseminating correspondence assignments.
- The Needles construction project is nearing completion. We anticipate receiving the Certificate of Occupancy by October 20, paving the way for our move back to the Center on or about October 26. The Mezzanine project has gone out for bids. We are very happy that the project will include preventive measures to protect the health and well-being of our staff during construction.
- San Bernardino County is still at the purple level which restricts our ability to offer any in-person CTE labs in the shops on the Needles High School grounds. Meanwhile, some NHS students are taking correspondence classes in Automotive Technology Theory this semester towards the Certificate of Career Preparation. We have scheduled the two remaining Auto tech theory courses and one Welding theory class for the spring.
- The 20-21 River Consortium Budget and Workplan has been submitted to the CAEP Office. The budget addresses ongoing projects and programs, as well as the proposed programs submitted on the Annual Plan.
- Attended the monthly Valley View Medical Center Board of Trustees meeting on Wednesday, September 30 via Microsoft Teams. We continue to receive hospital operation and COVID-19 status updates for the tri-state area.
- The Virtual GED program is beginning to see an increase in the number of students. We continue to provide students with additional resources, including Chromebooks, free textbooks and practice tests. The testing centers in Blythe and Needles are not yet open. The consortium is working on expanding the GED program to offer prep classes at satellite

locations in preparation for a return to normalcy.

- The River Consortium has been working closely with Palo Verde Unified on organizing a Parent Support Program similar to the Needles Parent Project to provide parents with appropriate information and tools to manage the changes brought on by the pandemic. Plans are in the works to offer virtual CDC and Headstart Family Nights to provide parents of younger children support for the challenges that they are faced with.
- Cathy Stubblefield has been conducting community outreach activities virtually and aiding local organizations as needed:
 - Participated in the Needles Women’s Club Virtual Bake Sale fundraiser for high school seniors’ scholarships.
 - Participates virtually in weekly Sunrise Rotary meetings. The club is planning to host their annual Corn Hole Tournament in October. All proceeds go towards local scholarships.
 - Assisted the Sunrise Rotary by picking up used computers and laptops donated by local businesses to be cleaned and donated to the tribal school students in need of them for virtual learning.
 - Worked with Ann Frazier, Director of Education for the Chemehuevi Indian Tribe by supplying their High School Seniors with Spring packets.
 - Met with Kim Breaux, counselor at Needles High School; Spring semester packets will be provided in preparation for dual-enrollment registration.
- Robert Van Dyne continues to effectively manage the IT needs of the Needles Center staff under the current guidelines, as well as assist with other tasks as needed:
 - Updated computers and assigned servers.
 - Helped staff with various problems relating to printers, scanners, phones and computer software.
 - Watched office and phones during lunch and at other times.
 - Manually upgraded computers as needed.
 - Setup and enabled Zoom for Board and Office Staff Meetings.
 - Monitored A/C System and Units.
 - Re-programmed Marquee Sign.
 - Built Laptop for (Work from Home) for Jeanie Johnson.
- Albert Brambila continues to manage Needles Center maintenance activities efficiently. He has been busy cleaning and setting up the classrooms and the offices in preparation for the move back to the Claypool building.
- **California Adult Education Program (CAEP)** –Alejandro Clark, River Consortium Coordinator (AKA the CAEP Crusader) continues to effectively manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions.

PVUSD Parent Support Program

- The program will touch on relevant topics that impact parents’ ability to facilitate their child’s education success. The goal is to equip parents with the appropriate information and tools to manage the additional responsibilities brought upon parents by the pandemic.
The first Meeting will be held on Thursday, October 15, 2020 6:00-7:00 pm Via Zoom. The meeting, facilitated by Tracie Kern and Lois Shaffer, is “School Re-opening Update” which will focus on sharing information about the changes that are occurring within education.

NUSD Parent Project

- The last of twelve Zoom meetings was conducted on October 1, and covered time management. The meetings with the highest attendance focused on the topics of “Safety/COVID” and “Back to School Registration” facilitated by Dr. McNeil and Ms. Armijo, respectively. A program evaluation/debriefing meeting will be conducted soon determine the direction and scope of the project in the future.

Basic Life Support

- As an essential service, we have received approval to conduct the first Basic Life Support/CPR class with strict adherence to Riverside County COVID-19 guidelines. Class will be conducted on the PVC main campus. More information will be forthcoming.

GED Preparation and Testing

- GED prep classes are currently being conducted virtually. We provided laptops to English GED students to continue their work virtually. The GED laptops that were being used at the Twin Palms location for Spanish GED prep were also distributed to students to continue their education at home.
- The testing centers are closed at least until the end of the calendar year.
- Discussions with DPSS and the Probation Department are ongoing to expand testing to their clients.
- Plans to offer satellite GED prep classes in communities such as Mesa Verde and Ripley are ongoing. Additionally, PVUSD has offered to provide space at the high school or the old middle school for Blythe families with transportation barriers once we are able to offer face-to-face instruction.

CDC-Headstart Parent Education Program

- CDC Director Dana Rethwisch, Blythe Headstart Director and Alejandro Clark are working to re-establish Family Night activities to address the specific needs of parents with young children during the pandemic.

CAEP Data and Accountability Program and GED Program -Maureen Burt

- Continuing Virtual GED program development with Director of Education of the Chemehuevi Education Center.
- Two virtual GED classes have started. New GED applications are being processed on an ongoing basis. All students are being assisted to acclimate them to the virtual environment.



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI
DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES
FROM: LALE CILENTI
SUBJECT: REPORT OF ACTIVITIES
DATE: 11/10/2020
CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- We are finally back in our building! Needles students are being assisted via phone, email, video conferencing, and face-to-face visits with an appointment and strict observance of Covid protections.
- Jeanie has been working with our local instructors and students on collecting and disseminating correspondence assignments.
- Attended the first VIRTUAL CAEP Summit Oct 26-29. The virtual format was a hit with the attendees. I was particularly pleased because of the richness of the topics offered. Attendees had the ability to change to a different session if one session was not of interest.

The sessions were organized into strands based on attendees' interests and/or areas of emphasis:

- Technology and Distance Learning
- Curriculum
- Learner Transition
- Leadership
- Program Evaluation
- Program Development
- Equity

The general sessions included Welcome comments from The CAEP Office, Dr. Carolyn Zachry and Javier Romero; CDE Deputy Superintendent Kindra Britt; and CCCCCO Chancellor Oakley. This was followed by an excellent Plenary Address by Dr. Pedro Noguero, Dean, USC Rossier School of Education. Dr. Noguero discussed the differences between equity and equality and stressed the need to address issue and opportunities that provide equity.

I have attached the program list to this report along with a screenshot of the Virtual “Lobby” and the CAEP Summit User Guide if you’re interested in browsing through the different presentations and exhibits. As a member district in the River Consortium, you can access the Virtual Summit by logging in with jale.cilenti@paloverde.edu. There is no password associated with the login. All of the presentation videos are now available through the “Auditorium” link (as described in the User Guide) in case you find a topic of interest and would like to take a deeper dive into the issues facing all California Community Colleges and Adult Schools.

- San Bernardino County is still at the purple level which restricts our ability to offer any in-person CTE labs in the shops on the Needles High School grounds. Meanwhile, some NHS students are taking correspondence classes in Automotive Technology Theory this semester towards the Certificate of Career Preparation. We have scheduled the two remaining Auto tech theory courses and one Welding theory class for the spring.
- Attended the monthly Valley View Medical Center Board of Trustees meeting on Wednesday, October 28 via Microsoft Teams. We continue to receive hospital operation and COVID-19 status updates for the tri-state area.
- The Virtual GED program is beginning to see an increase in the number of students. We continue to provide students with additional resources, including Chromebooks, free textbooks and practice tests. The testing centers in Blythe and Needles are not yet open for group testing. GED students may, upon clearance from VP of Administrative Services, Stephanie Sagan, may make appointments with the GED coordinator if they are unable access the internet at home for the remote camera-proctored testing.
- The River Consortium continues to work with Palo Verde Unified on the Parent Support Program to provide parents with appropriate information and tools to manage the changes brought on by the pandemic. The second session is scheduled for Thursday, November 5. Virtual CDC and Headstart Family Nights to provide parents of younger children support for the challenges that they are faced with is still being planned.
- Jeanie Johnson, Cathy Stubblefield, and Maureen Burt successfully passed the Pearson Site Certification Exams. Maureen Burt is now certified as site Manager in Blythe and Needles.
- Cathy Stubblefield has been conducting community outreach activities virtually and aiding local organizations as needed:
 - Cathy will be speaking on The Palo Verde College Community Outreach program on November 18th for TV2 out of Laughlin, Nevada. The Spring programs will be discussed.
 - October 17th was the Sunrise Rotary Annual Cornhole Tournament, a fund raiser for local scholarships for high school students. Palo Verde College participated by arranging for local businesses to help sponsor this event.
 - The Needles Women’s Group is still active by phone during the Covid crisis and is doing fund raising for their annual scholarships by hosting no bake sales and asking for money donations that would be spent on baking.
 - Cathy is assisting in the scheduling of the City of Needles’ Facebook social hour where business from the Needles area are to be featured.

- Robert Van Dyne continues to effectively manage the IT needs of the Needles Center staff under the current guidelines, as well as assist with other tasks as needed:
 - Updated Computers and assigned servers.
 - Helped Staff with various problems relating to printers, scanners, phones and computer Software.
 - Watched Office and phones during lunch and at other times.
 - Manually upgraded computers as needed.
 - Setup and enabled Zoom for Board and Office Staff Meetings.
 - Monitored A/C System and Units.
 - Moved computers for Office and Classrooms back to main building.
 - Setup computers, printers, etc. for Staff offices and classrooms 7-10
 - Still in the process of setting up classroom # 11 and Polycoms.
 - In the process of upgrading computers to latest windows and associated software versions before putting them back on the Domain.
- Albert Brambila continues to manage Needles Center maintenance activities efficiently. He has been busy with ensuring the Covid-level cleanliness of the Claypool building prior to the move from the portables. He has worked very hard to coordinate and perform the move.

California Adult Education Program (CAEP)

- **Virtual Summit, October 26-30, 2020**

Alejandro Clark, Maureen Burt, and Maria Gamez were among the attendees who participated in a variety of virtual presentations covering an array of information ranging from distance education best practices to ESL pathways:

- As California shifted to distance learning education, consortia across the state worked to continue providing Adult Education services and programs.
- Agencies scrambled to develop distance learning policy and sprang into action by providing technology resources to students
- The digital divide has never been more apparent through the pandemic. Increasing digital literacy and access will help alleviate the technology barriers.

It was great to hear best practices and to network with our state colleagues in a virtual environment.

Alejandro contacted several vendors to set up demos and practice subscriptions for potential programs such as basic computers, business office technologies, workforce skills.

Alejandro Clark, River Consortium Coordinator , on cooperation with continues to effectively manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions:

- **PVUSD Parent Support Program**

The program, which focuses on assisting parents of school-age children by providing their parents with the tools they need to manage the additional responsibilities due to the pandemic. The first meeting, "School Re-opening Update," held on October 15 was a great success. The second meeting, "Help with Technology Tools," will be held on November 5 via Zoom.

- CDC/Headstart/HOPE Collaborative
Coordination of efforts of the PVC Child Development Center Director Dana Rethwisch, Blythe HOPE Collaborative, and Head Start, has resulted in a Consortium project to assist parents of young children with challenges they face.
- Basic Life Support/CPR
Alejandro and Maria Gonzalez successfully organized a six-session CPR class which has been received so well that several healthcare providers in the area have requested additional series.
- GED Preparation and Testing
Alejandro and Maureen Burt continue to work together on the GED program, with Alejandro providing outreach to the community and assistance with technical issues, and Maureen working with students via the virtual platform.
- Mesa Verde
The efforts to reach out to the Mesa Verde community continue. A mailer was sent out with the water bill. Responses have already started coming in. Based on the results of the survey, The Consortium will provide apps, flyers and other sources of information to create a program packet for students that don't have computers and/or internet access.

CAEP Data and Accountability Program and GED Program -Maureen Burt

- The virtual GED classes are in progress. New GED applications are being processed on an ongoing basis. All students are being assisted to acclimate them to the virtual environment.
- Data collection for all Consortium programs is ongoing.



Exhibit Hall

Networking Lounge

Auditorium

Info



2020 CAEP SUMMIT SCHEDULE

SESSION/TIME	VIRTUAL ZOOM ROOM (OTAN)	VIRTUAL ZOOM ROOM 1	VIRTUAL ZOOM ROOM 2	VIRTUAL ZOOM ROOM 3	VIRTUAL ZOOM ROOM 4	VIRTUAL ZOOM ROOM 5
Mon, Oct 26, 2020						
OPEN VIRTUAL CONFERENCE FOR ALL ATTENDEES 8:30a - 8:45a	ALL					
WELCOME CAEP OFFICE (CCCCO and CDE)	ALL					
SESSION A / PLENARY 9:25a - 10:30a	ALL					
Program Strand	Leadership	Leadership	Marketing	Program Development	Curriculum	Equity
SESSION B 10:40a - 12:10p	1 Dual Enrollment & Co-Enrollment - CAEP 2020 (Judy Mortrude)	2 Leadership and Innovation: Theory to Practice for Adult Ed Teachers (Emma Diaz)	3 A Panel Discussion: Regional Recruitment Campaigns – How to Collaborate to Increase Enrollments (Celina Shands)	4 Roles for Adult Education in California’s Equitable Economic Recovery (Jennie Mollica)	5 Social-Emotional Learning in the Adult Classroom (Timothy Amaral)	6 Success for All Students through Equity (Sudie Whalen)
LUNCH 12:10p - 1:00p	ALL					
Program Strand	Leadership	Technology & Distance Learning	Marketing	Program Development	Curriculum	Leadership
SESSION C 1:00p - 2:30p	7 Using Data Tables to Make Informed Decisions (Thatcher Weldon)	8 Resiliency: CASAS Remote Testing and What Works for Online Learners (Deborah Robiglio)	9 The New Normal: How We Pivoted to Address Our Students' Needs in a Virtual Environment (Jill Ibbotson)	10 Essential Partnerships with Extraordinary Opportunities = Unprecedented Outcomes (Carolyn Zachry)	11 Creating a Health Care Pathway Through Strong Community Partnerships: "Become a Home Care Aide" (Jaemi Naish)	12 Utilizing SB 554 to Enroll Nonresident and Resident HSE and HSD Students in Credit College Courses (Matt Morin)
Tue, Oct 27, 2020						

Program Strand	Leadership	Technology & Distance Learning	Marketing	Program Development	Curriculum	Equity
SESSION D 8:30a - 10:00a	13 Funding Formula One (Michele Stiel)	14 Yes We Can! Transferring F2F Strategies to Remote Instruction (Lori Howard)	15 Behind Every Employer 2020: Building Employer Relationships in the New COVID-19 Environment (Sharon Bonney)	16 California's Integrated Education & Training & Integrated English Literacy and Civics Education Opportunities (Judy Mortrude)	17 USA Learns Citizenship - A FREE Online Course (Andrea Willis)	18 The Journey of College-Educated Immigrants Enrolled in Adult Education CTE Programs (Emma Diaz)
Program Strand	Program Evaluation	Leadership	Marketing	Program Development	Curriculum	Equity
SESSION E 10:10a - 11:40a	19 NRS Performance Goals Panel (Jay Wright)	20 Santa Clara County COVID-19 Bridge to Recovery Program: Reimagining Regional Workforce Development and Training (Ilse Pollet)	21 Recruitment of Adult Learners During COVID-19 (Celina Shands)	22 Working for the Benefit of Adult Learners in Greater Sacramento Region (Branka Marceta)	23 The Realities of Starting a Distance Education Program (Chrissy Gascon)	24 Equity, Not Equality – Practical Racial Justice Strategies To Increase Awareness (Veronica Parker)
EXHIBITOR-SPONSORED BREAK 11:40a - 12:00p	ALL LiteracyPro Systems					
EXHIBITOR-SPONSORED LUNCH 12:00p - 1:00p	ALL Virtually Recruit, Instruct, and Retain Students in Adult Education					
Program Strand	Leadership	Technology & Distance Learning	Curriculum	Program Development	Learner Transition	Program Evaluation

SESSION F 1:00p - 2:30p	25 CAEP Update	26 Using Zoom for Remote Instruction (Jorge Saucedo-Daniel)	27 LAUSD/LAPL Online ESL Resources (Sofia Mayoral)	28 Creating Career & Workforce Development Opportunities for Adult Education (Luis Sobrevilla)	29 Virtual Summer Bridge Program (Arline Troncoza)	30 Developing Tools to Help Your Consortium Fund Data-driven Strategies (Harpreet Uppal)
NETWORKING EVENT 2:30p - 4:00p	TOPIC A BREAKOUT ROOM	TOPIC B BREAKOUT ROOM	TOPIC C BREAKOUT ROOM	TOPIC D BREAKOUT ROOM	TOPIC E BREAKOUT ROOM	TOPIC F BREAKOUT ROOM
Wed, Oct 28, 2020						
Program Strand	Learner Transition	Leadership	Curriculum	Program Development	Curriculum	Equity
SESSION G 8:30a - 10:00a	31 College Transition Strategies in a Distance Learning Environment (Pete Gonzalez)	32 Bylaws: The Ultimate Driving Machine (Michele Stiel)	33 Transforming Public Health Inequities through Comprehensive and Inclusive Health Education (Kirsten White)	34 Competency Based Education - Adult Education's Role (Judy Mortrude)	35 Building Resilience With a College and Career Readiness Program (Mary Wilson)	36 Equity-Based Professional Development: One School's Journey (Crystal Korbass)
Program Strand	Leadership	Technology & Distance Learning	Leadership	Program Development	Leadership	Technology & Distance Learning
SESSION H 10:10a - 11:40a	37 Pathway ESL: One Division's Effort to Meet Individual Needs (Ryan Burke)	38 Utilizing Remote Assessment of Student Progress on EL Civics COAAPs (Kay Hartley)	39 Pathway Innovations: Sector Strategies and Immigrant Integration (Paul Downs)	40 The National External Diploma Program in San Bernardino (Mitch Rosin)	41 Innovative Professional Development: Mentoring for Adult Educators Converting to Online Education (Ingrid Greenberg)	42 It Takes a Village for ESL Student Success! (Nancy Frampton)
EXHIBITOR-SPONSORED BREAK 11:40a - 12:00p	ALL CEV Multimedia					

EXHIBITOR-SPONSORED LUNCH 12:00p - 1:00p	ALL Blended Learning in Our Virtual World and Beyond					
Program Strand	Program Evaluation	Technology & Distance Learning	Learner Transition	Leadership	Marketing	Curriculum
SESSION I 1:00p - 2:30p	43 Strategies & Resources for Accurate Reporting of Outcomes Data in TOPSpro Enterprise for CAEP Consortia (Bethany Ely)	44 Digital Literacy, the Pandemic, and Racism: A Cascade of Inequitable Events Demanding Action from Adult Education (Jen Vanek)	45 Santa Ana College: Creating a Pathway through the Pandemic Forest (Merari Weber)	46 SMC's Successful Journey Into Our New World of Remote Operations and Distance Education (Ashley Meija)	47 Adapting to Unexpected Change with Motivation, Collaboration, Persistence and Creative Problem Solving (Kathy Frye)	48 Unprecedented Change for Beginning ESL Teachers (Alisa Takeuchi)
Thu, Oct 29, 2020						
Program Strand	Program Evaluation	Technology & Distance Learning	Learner Transition	Technology and Distance Learning	Leadership	Curriculum
SESSION J 8:30a - 10:00a	49 Understanding and Using the Adult Education Pipeline on the LaunchBoard (Randy Tillery)	50 Models for Preparing Adult English Learners for the Workforce (Lori Howard)	51 Student Engagement in the Time of Covid: Profiling DSAEA Transitions Team (Dr. Heather Maloy)	52 OTAN Resources (Susan Coulter)	53 Take NOTE! The new Noncredit Online Teaching Excellence (NOTE) training program. (Erica Duran)	54 Delivering Online Virtual Teaching and Learning for Incarcerated Adults (Greg Ludwa)
Program Strand	Learner Transition	Leadership	Leadership	Curriculum	Learner Transition	Leadership

<p>SESSION K 10:10a - 11:40a</p>	<p>55 Avoiding the Road to Nowhere: CAEP CTE Pathways Mapping and Dashboard Initiative (Randy Tillery)</p>	<p>56 English Learner Navigation and Co-Enrollment Pilots: Building Blocks for IET (Ursula Bischoff)</p>	<p>57 Case Study: Moving Adult Education to Online Learning (Wendy Heard)</p>	<p>58 Beyond Emergency Remote Teaching: Strategies and Resources to Promote Collaboration and Equity for Effective, Sustainable, Technology-driven Instruction (Marci)</p>	<p>59 Successful Student Transition from Non-Credit to Credit: CAEP ESL Mentorship Program Student Pathway (Hilda Rivera)</p>	<p>60 Does the Census Bureau Publish Data on Education? (Joe Quartullo)</p>
<p>EXHIBITOR-SPONSORED BREAK 11:40a - 12:00p</p>	<p>ALL CALPRO</p>					
<p>EXHIBITOR-SPONSORED LUNCH 12:00p - 1:00p</p>	<p>ALL Virtual Industry Connections to Real-World Learning in Distance Learning</p>					
<p>Program Strand</p>	<p>Technology and Distance Learning</p>	<p>Curriculum</p>	<p>Marketing</p>	<p>Leadership</p>	<p>Equity</p>	
<p>SESSION L 1:00p - 2:30p</p>	<p>61 Ways to Engage Using Google! (Melinda Holt)</p>	<p>62 Free Online ESL Classes - USA Learns (Andrea Willis)</p>	<p>63 Calbright College Year 1 (Tamika Connor)</p>	<p>64 A perspective on Immigrant Integration through Community Connections (Kathy Frye)</p>	<p>65 Decolonizing Education: Exploring Whiteness, Healing and the Recovery of Belonging (Kita Grinberg)</p>	



CAEP Summit 2020

vFAIRS Virtual Conference Platform

User Guide

October 2020

For technical assistance, contact the vFAIRS Technical Assistance Team at caepsummit2020@getvfairs.io.

Contact CAEP TAP at tap@caladulthood.org or (888) 827-2324 for general conference assistance.

CAEP Summit 2020 Virtual Platform Landing Page

Use the following URL to access the vFAIRS website

Use the email address used the register to login; no passcode required



CAEP Summit 2020

caepsummit2020.vfairs.com

CALIFORNIA ADULT EDUCATION PROGRAM
Technical Assistance Project

About Agenda FAQs Register Login

CAEP SUMMIT 2020
SUPPORTING ADULT LEARNERS
THROUGH
Unprecedented Change

CALIFORNIA COMMUNITY COLLEGES CALIFORNIA ADULT EDUCATION PROGRAM Technical Assistance Project DEPARTMENT OF EDUCATION STATE OF CALIFORNIA

The CAEP Summit 2020 landing page provides information related to the following:

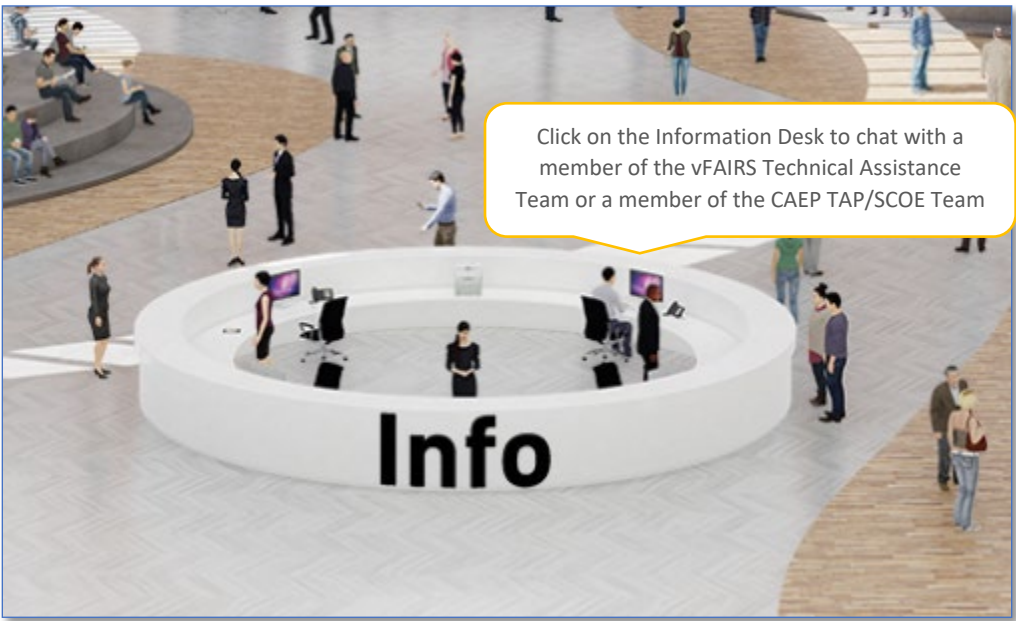
- About the Event
- Why attend
- Access to an outline of the agenda, including session dates, times, titles, and lead presenter names
- FAQs
- Registration
- Login

Although the agenda is static, it provides key information that is important while planning your virtual conference experience.

Access the Virtual Platform

Login using the email address used to register for the Summit to access the virtual platform. By logging in, you will have access to the full agenda, including links to join sessions, resources, networking opportunities, and exhibitor booths. No attendees will be able to join sessions without first logging into the site. The virtual platform opens for all attendees at **8:00 a.m. on Monday, October 26, 2020.**

If you experience any difficulty logging in, email the vFAIRS technical support team at caepsummit2020@getvfairs.io first, then contact CAEP TAP at tap@caladulthood.org, if your issue is not resolved.



If you have landed in the lobby, you have successfully logged on to the CAEP Summit 2020! While in the lobby, you can access any area of the virtual conference platform, including the information desk. By clicking on the information desk, you will be able to chat with a member of the vFAIRS Technical Assistance Team or a member of CAEP TAP/SCOE. Members of both teams will be available each day, before and after the conference, to assist with any technical issues (vFAIRS and CAEP TAP/SCOE) and to provide general information about the conference (CAEP TAP/SCOE).

At any point during the CAEP Summit 2020, if you experience technical issues, click on the 'Info' Desk to begin chatting with a live vFAIRS Technical Assistance Team Member. They will be available from 8:00 a.m. to 3:00 p.m. each day. The technical assistance team will be available until 4:00 p.m. on Tuesday, October 27 to support the networking event.

When you click on the 'Info' Desk, the following chat rooms will appear – SCOE Support and Tech Support. Use the SCOE Support Chat to request information related to the overall conference experience. Use the Tech Support chat to request support related to technical issues.

Technical Support

vFAIRS | CHAT Veronica Parker

Direct Messages

Tech support 1

Indicates there is one person available to chat with you.

Click on the chat to request technical support.

Type message here, then press arrow to send message.

Enter Message

Booth Reps Online

Veronica Parker

Indicates the representative available to help with technical support and general conference support.

General Conference Support

vFAIRS | CHAT Veronica Parker

Direct Messages

SCOE Support 1

Tech support 0

Click on the chat to request general conference information and support.

Follow the same above instructions to communicate with a general conference representative.


Enter Message

Booth Reps Online

Veronica Parker

Online Users

You can expect to receive a reply within one hour upon submission, if not sooner. You can also send a direct email to caepsummit2020@getvfairs.io for technical support or CAEP TAP/SCOE for general conference information and resources.

 Auditorium



The Auditorium is your sole access point to join any session at the CAEP Summit 2020. After clicking on the 'Auditorium' button on the main toolbar, you will be taken to the theater. In the theater, you will click anywhere, and the agenda will appear.

Now, let us all grab our seats and get ready to experience innovative and dynamic sessions brought to you by CAEP practitioners across the state in 5, 4, 3, 2, 1...!





All sessions are categorized by program strand, then date and time. Click on the program strand to see a list of sessions, by date and time.

To quickly access available sessions, use the search bar and enter key word searches.

OCTOBER 26TH

Resiliency: CASAS Remote Testing and What Works for Online Learners

Mon, October 26, 1:00 PM (PST)
3 days, 5 hours, 31 minutes

-  Deborah Robiglio
-  Yas Peters-Knight
-  Sandra Watts
-  Lucy Code

Each session includes the title, presenter name(s) and pictures (if available), resource link (if available), a description, date, time and **'Join'**.

The 'Join' button will take you to the Zoom webinar room for the session. All sessions are accessible at least one minute prior to the start time.

Capturing student progress online especially during this pandemic is a challenge when it involves high stakes grant funding with federal and state mandates. Four presenters from adult school programs and community colleges will explain the development and execution of their procedures for CASAS progress tests and EL Civics performance-based assessments. They will describe challenges and successes their programs have realized.

 [Resiliency_CASAS Remote Testing and What Works for Online Learners](#)

Click on the resource link to view the resource. In another section, you will be able to email and download all resources.

Resources

Filter By Partner: -- All Booths --

- CommonTeri Services Flyer (+ Swag Bag)
- About CASAS (+ Swag Bag)
- marketing-flyer-2020-pptx1601067154.pptx (+ Swag Bag)
- next-generation-bring-your-a-game-sample-curriculum-guide- (- Swag Bag)
- ...

Filter by program strand or exhibitor to access available resources faster. Session resources are labeled by session title.

Once you have identified the resources you are looking for, click on the 'Swag Bag' icon.

Use the resources section to add materials to your 'swag bag,' email to yourself, then download to save for future reference.

Resources


Filter By Partner: Program Strand - Curriculum

- 4_Creating a Health Care Pathway Through Strong Community Partnerships: (+ Swag Bag)
- 6_Delivering Online Virtual Teaching and Learning for Incarcerated Adults (+ Swag Bag)
- 8_Beyond Emergency Remote Teaching: Strategies and Resources to Promote (+ Swag Bag)
- 11_Building Resilience With a College and Career Readiness Program (+ Swag Bag)

Session resources are categorized by program strand. Click on the appropriate program strands and select the resources you would like to add to your 'Swag Bag.'




Please note: Resources without an icon next to the name such as the PDF or PPT icons means they are URLs to a website or Google Folder.

 Swag Bag

 Swag Bag ✕


🔍

Select All Action:

<input type="checkbox"/>	 next-generation-bring-your-a-game-sample-curriculum-guide-	<input type="button" value="Remove"/> <input type="button" value="Email"/>
<input type="checkbox"/>	 bring-your-a-game-pricing-2020-pdf1601067258.pdf	<input type="button" value="Remove"/> <input type="button" value="Email"/>
<input type="checkbox"/>	1_USA Learns Citizenship - A FREE Online Course	<input type="button" value="Remove"/> <input type="button" value="Email"/>
<input type="checkbox"/>	 LiteracyPro Systems	<input type="button" value="Remove"/> <input type="button" value="Email"/>

To quickly access available resources in your 'Swag Bag', use the search bar and enter key word searches.

For all resources you would like access to later, click on the 'Email' button. The resources will then be emailed to you to download and save on your preferred device. There is also the option to remove items from your 'Swag Bag.'

 Swag Bag ✕


[← Go Back](#)

Send Email (use comma to separate more than one email address)







You can share resources with other colleagues by entering their email address, separated by a comma.

Enter your email address and send.

 Video Vault

 Video Vault ✕

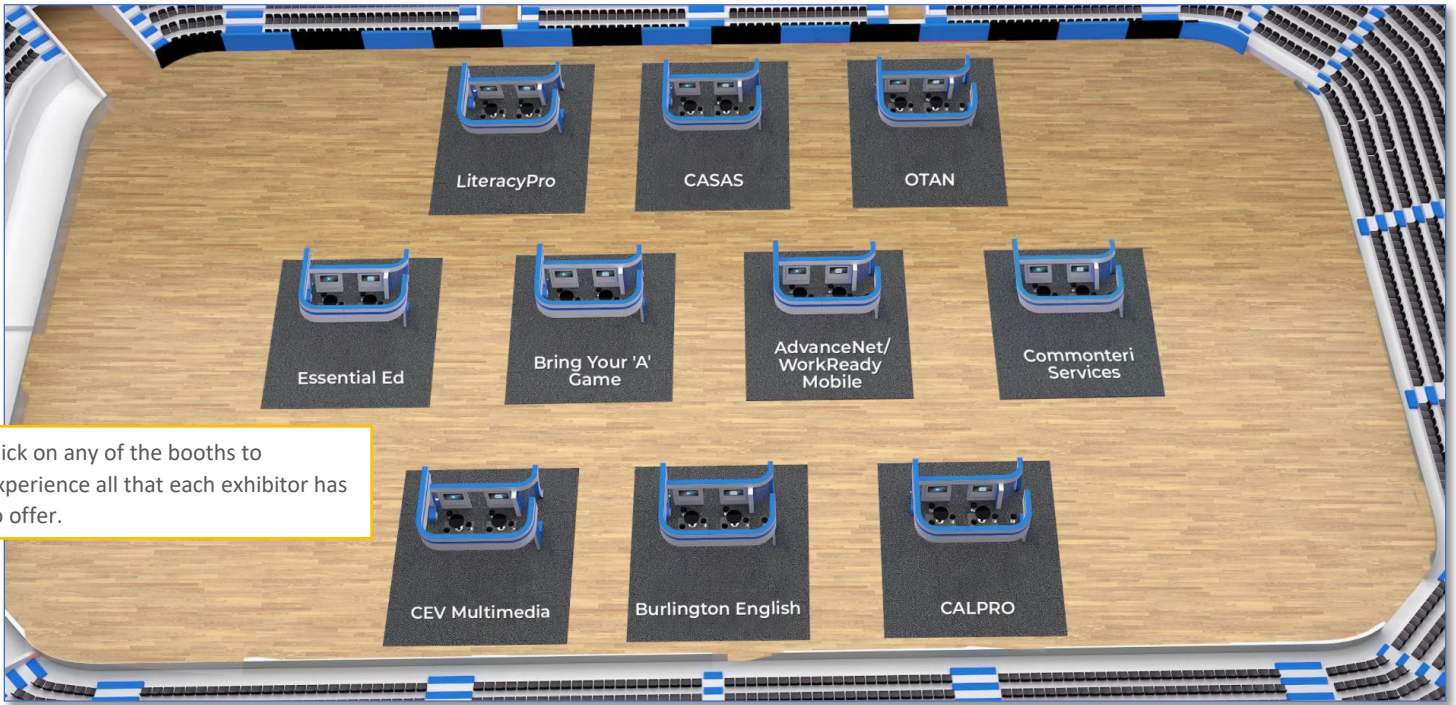
Filter By Partner:

 CASAS Remote Testing	<input type="button" value="+ Swag Bag"/>
 Welcome to OTAN	<input type="button" value="+ Swag Bag"/>
 Who is Essential Education?	<input type="button" value="+ Swag Bag"/>
 Bring Your 'A' Game Overview	<input type="button" value="+ Swag Bag"/>
 Bring Your 'A' Game Anywhere Overview	<input type="button" value="+ Swag Bag"/>
 Introducing WorkReady Mobile	<input type="button" value="+ Swag Bag"/>

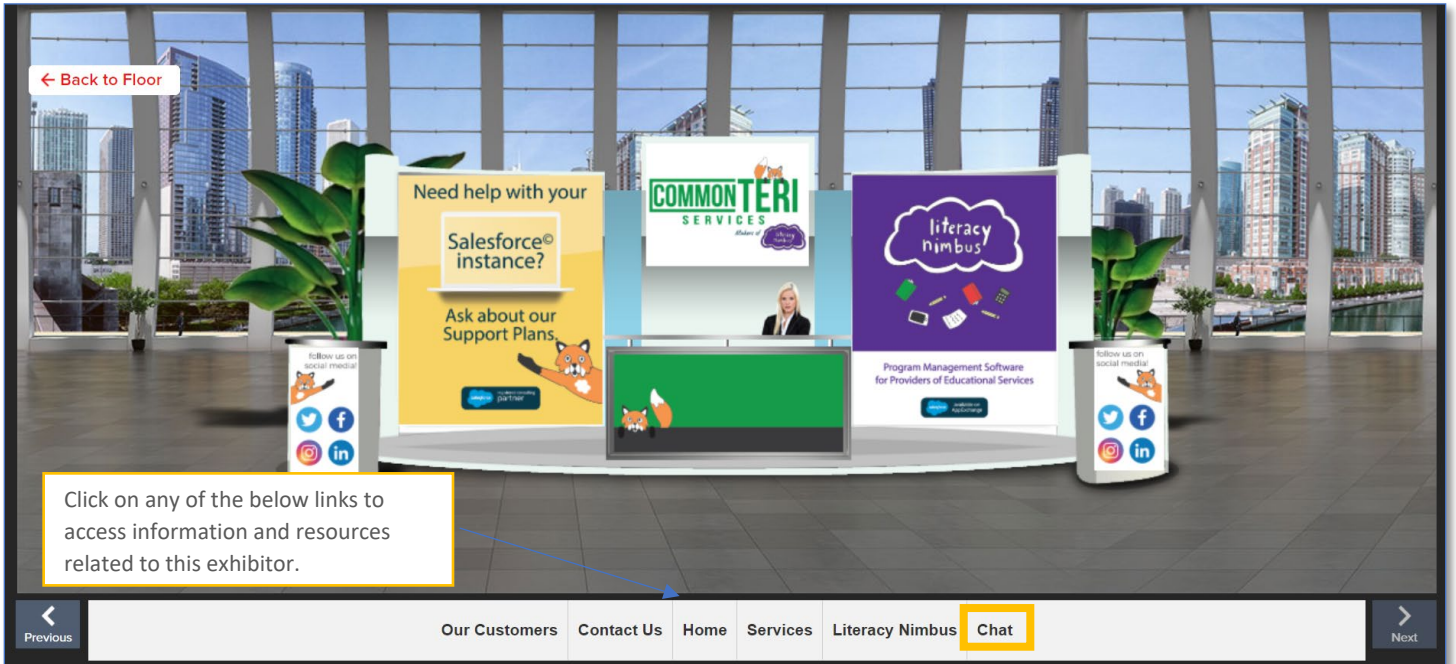
Filter by program strand or exhibitor to access available videos faster.

Once you have identified the resources you are looking for, click on the 'Swag Bag' icon.

As the step above mentions, once in the 'Swag Bag,' you can either email the vides to yourself or remove them by clicking on the appropriate buttons.



Click on any of the booths to experience all that each exhibitor has to offer.



Click on any of the below links to access information and resources related to this exhibitor.

- Our Customers
- Contact Us
- Home
- Services
- Literacy Nimbus
- Chat

CommonTeri Services

CommonTeri Services is your source for Salesforce® support that makes sense, and the creators of Literacy Nimbus. We offer Salesforce® Managed services on an affordable monthly plan to keep your instance running efficiently and remain updated with the latest capabilities.

Literacy Nimbus is a program management solution we created for direct service nonprofits, specifically Literacy nonprofits! The app, available on the Salesforce® AppExchange is a ready to use solution that's customizable to your org's needs for tracking attendance, outcomes, program enrollments and more.

CommonTeri was created out of a passion for helping nonprofits use software to accelerate their mission. Consider us your trusted guide on your Salesforce Journey!

CommonTeri Services Flyer

Available documents to add to your 'Swag Bag' are located here.

+ Swag Bag

You can direct message, call, or video chat any available representatives.

Direct Messages

Vfairs Tech Rep Zulfia

Chatrooms [Join other chatrooms](#)

CommonTeri Services 1

CommonTeri Services [Visit Booth](#)

Booth Reps Online

Veronica Parker

Online Users

Click the chat button above to chat with representatives from CommonTeri Services while they are online.

All available representatives will be listed here. A green dot will appear next to their name indicating they are available to chat with you.

Exhibitor representatives are available each day from 8:30 a.m. – 2:30 p.m.

Networking Lounge

Click on the person's name to direct message them, or video chat, or vide call.

The screenshot shows a user interface for a 'Networking Lounge'. On the left, there are two sections: 'Direct Messages' and 'Chatrooms'. The 'Direct Messages' section shows a message from 'Vfairs Tech Rep Zulfia'. The 'Chatrooms' section has a 'Join other chatrooms' link. The main area on the right is a large grey box with the text 'Please select a chatroom!'.

Click the join other chat rooms to partake in conversation with other groups.

Please select a chatroom!

List of All Chatrooms



Select to join Chatrooms

Search...

- AdvanceNet/WorkReady Mobile
- Bring Your 'A' Game
- Burlington English
- CAEP TAP
- California Adult Literacy Professional Development Project
- CEV Multimedia
- Commonteri Services
- Comprehensive Adult Student Assessment System
- Essential Ed
- General Chatroom
- IBM Booth
- IBM Virtual Booth
- LiteracyPro Systems, Inc.
- Outreach Technical Assistance Network
- Program Strand - Curriculum
- Program Strand - Equity
- Program Strand - Leadership
- Program Strand - Learn at Lunch
- Program Strand - Learner Transition
- Program Strand - Marketing
- Program Strand - Program Development
- Program Strand - Program Evaluation
- Program Strand - Technology and Distance Learning
- SCOE Support
- Tech support

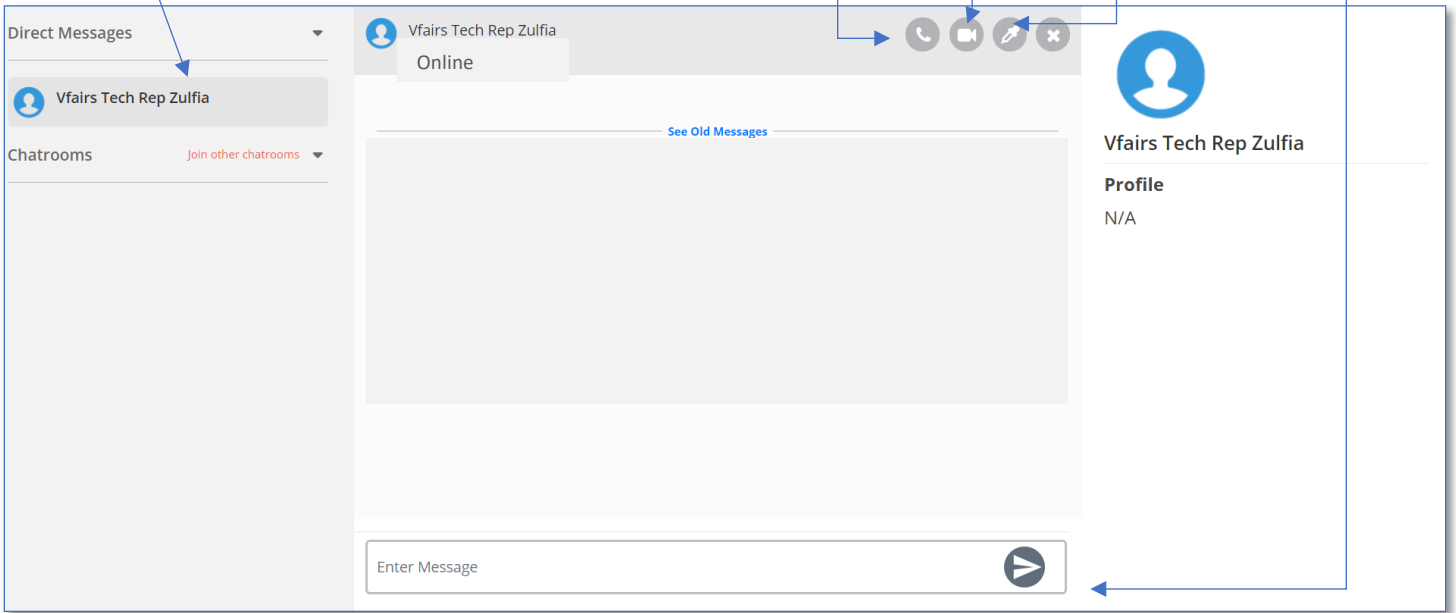
All selected chats will be saved to your chat room sections. Click on any at any time to join the conversation or see what others are discussing.

Save

Attendees are listed here to direct message with.

You can call and video chat with attendees directly by clicking on their name and clicking one of the below icons.

Click on the below color drop to differentiate the color of your message from others.



Participate any in any of the activities and you will automatically be entered to win some very cool prizes courtesy of our exhibitors! All you have to do is participate.

At the end of the conference, the top names will be drawn for a chance to win the prizes!

Will your name be listed in this section first?!



Attendee Opportunity Drawing Points:

1. Plenary Address – 1500
2. Networking Event – 1000
3. Sponsored Lunches – 1000
4. General sessions – 500
5. Session Evaluations – 300
6. Networking Breaks – 100
7. Exhibitor Booth visit – base starts at 100 points for visiting a curiosity booth, then increase by 10 points for booth in increased tiers.
8. Conversation using the virtual chat (outside of a session) – 75

At the end of the conference, please complete the overall Summit survey. Additionally, please complete an evaluation for each session you attended. The results of these evaluations will be used for future planning. Plus, you will earn more points on the leaderboard if you complete an evaluation.

For technical assistance, contact the vFAIRS Technical Assistance Team at caepsummit2020@getvfairs.io.

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Enjoy the CAEP Summit 2020!



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FROM THE DESK OF LALE CILENTI
DEAN, NEEDLES CENTER

TO: BOARD OF TRUSTEES
FROM: LALE CILENTI
SUBJECT: REPORT OF ACTIVITIES
DATE: 12/11/2020
CC: DON WALLACE, WILLIAM SMITH, BIJU RAMAN, CARRIE MULLION

Needles Center

- Needles has been assisting students with their current semester needs and spring semester registration via phone, email, video conferencing, and, if absolutely necessary, face-to-face visits with an appointment and strict observance of COVID guidelines. A new drop box has been installed outside the building to enable students to drop off work. Masks are mandatory.
- Jeanie continues to work with our local instructors in the distribution of correspondence materials.
- San Bernardino County is still at the purple level which restricts our ability to offer any in-person CTE labs in the shops on the Needles High School grounds. We have scheduled two Auto tech and one Welding theory correspondence classes for the spring.
- Attended the monthly Valley View Medical Center Board of Trustees virtual meeting on Wednesday, November 18. We continue to receive hospital operation and COVID-19 status updates for the tri-state area. All hospitals in the area are gearing up to meet the demands of the current and future rise in COVID cases and anticipated hospitalizations.
- The Virtual GED program is ongoing. We continue to provide students with the resources they to continue their work virtually. need resources, including Chromebooks, free textbooks and practice tests. The availability of testing in Blythe and Needles will depend on the latest COVID restrictions anticipated from the Governor.
- Based on the information gathered during the Virtual CAEP Summit, several virtual programs are being evaluated to supplement adult education programs.
- The River Consortium will hold a virtual Informational Meeting on December 10 to provide legislative, fiscal, and project updates to members and stakeholders.

- Cathy Stubblefield continues to attend virtual community outreach activities, including the tri-state Sunrise Rotary Club
- Robert Van Dyne continues to effectively manage the IT needs of the Needles Center staff under the current guidelines, as well as assist with other tasks as needed.
- Albert Brambila continues to manage Needles Center maintenance activities efficiently. He has been busy with getting the mezzanine ready for the upcoming construction.

California Adult Education Program (CAEP)

Alejandro Clark, River Consortium Coordinator, continues to effectively manage the active and pilot projects of the Consortium under the current State and County COVID-19 restrictions:

- PVUSD Parent Support Program
The program continues to focus on providing parents of school-age children with tools they can use during the COVID shutdown. The first two meetings were well attended. The next three meetings will start January 2021 and cover district technology resources provided to parents. Additional program topics will be established during our upcoming meetings with the district.
- CDC/Headstart/HOPE Collaborative
Coordination of efforts of the PVC Child Development Center Director Dana Rethwisch, Blythe HOPE Collaborative, and Head Start, has resulted in a Consortium project to assist parents of young children with challenges they face. New sessions are scheduled for 2021
- Basic Life Support/CPR
Alejandro and Maria Gonzalez successfully organized a six-session CPR class which has been received so well that several healthcare providers in the area have requested additional series. Classes were conducted under strict COVID guidelines and students and staff were provided with PPE kits from the business office. There was a 100% completion rate with a total of 24 students.
- GED Preparation and Testing
Alejandro and Maureen Burt continue to work together on the GED program, with Alejandro providing outreach to the community and assistance with technical issues, and Maureen working with students via the virtual platform. The GED program registration process can now be completed online. Permission to include a GED webpage on the college website was recently approved by IT Director. We will be working with IT on webpage development.
- Mesa Verde
The efforts to reach out to the Mesa Verde community continue. A mailer that was sent out with the water bill last month has resulted in responses indicating interest adult education programs. Student packets will be created and sent out to inform potential students of program details starting in January 2021.

CAEP Data and Accountability Program and GED Program -Maureen Burt

- The virtual GED classes are in progress. New GED applications are being processed on an ongoing basis. All students are being assisted to acclimate them to the virtual environment.
- Data collection for all Consortium programs is ongoing and is reported in a timely manner.