

C. Environmental Scan

1. Scan of Conditions External to Palo Verde College

The College in Context to its Environment

The Palo Verde Community College District consists of two campus locations. The main College campus is located on the west side of Blythe. A second site is located in the downtown area of Needles. The District is situated in the eastern portion of both Riverside and San Bernardino Counties next to the Arizona border. Distances from either campus location to communities in California, Arizona, and Nevada are found in Appendix A. The College offers distance education instruction and two-way interactive televised instruction between the two campus locations. The College also provides a range of correspondence courses at a variety of correctional institutions located throughout California. The official District boundaries cover some 6,500 square miles.

The southern portion of the District is located in the eastern economic development region of Riverside County. That planning region covers two-thirds of the County and is roughly divided between the Coachella and Palo Verde Valleys. The two-lane State Highways 95/78 run north and south along the Colorado River. Interstate 10 traverses the region to link Southern California with Arizona and the rest of the southwest. The Palo Verde Valley is a desired location for companies seeking access to the major markets in Phoenix and Los Angeles. But, the distance from the Palo Verde Valley to Los Angeles and the port areas limits traditional industries found in the Los Angeles basin and the industrial development of the region. The region does attract some tourism and does have a growing number of businesses building “clean air” products.¹ The main District campus at Blythe is located in this southern portion of the District.

The northern portion of the District is located in the high desert is in the eastern economic development region of San Bernardino County. Communities in this area lie along Interstate 40, paralleling or overlaying the historic Route 66. The Bureau of Land Management controls large portions of this area within the Mojave or Sonoran Desert. There are very few developable lands in this portion of the Palo Verde Community College District. The City of Needles is the largest community in the area. The town has its roots in railroading and remains the site of a major rail yard for the Burlington Northern Santa Fe (BNSF) and the Amtrak rail line. Economic Development projects that address highway improvements from the city to the Nevada State Line and within the City between Interstate 40 and the northern city limits will have major economic impacts on the area and substantially improve the safety of tourists traveling in the area. State Highway 95 splits north of Needles with one route headed to Bullhead City, AZ via a crossing over the Colorado River. The other segment of State Highway 95 heads on to Henderson, Nevada, just south of Las Vegas. The Educational Center in Needles is located in this northern portion of the District.

¹ Riverside County Economic Development Agency. *Comprehensive Economic Development Strategy: 2014-15 Annual Update*.

Blythe and Needles are themselves roughly 96 miles apart over State Highway 95. That distance commonly takes one hour and 40 minutes to traverse.

Economy and Employment

The California economy is expected to continue its expansion and growth. State revenue has been greater than projections in 2014 or 2015. The Legislative Analyst's Office estimated that the State would likely receive another \$3.6 billion more revenue in 2015-16 than the Governor had predicted.² For K-14 public education the adverse economic circumstances of the Great Recession seem to have come to a conclusion.

The State's economic upturn has been slow to reach Riverside and San Bernardino Counties, but between 2012 and 2022 the California Employment Development Department (EDD) projects a 19% increase in jobs in these counties. Twelve of the thirteen industrial sectors will contribute to that growth. The greatest growth is concentrated in six industrial sectors: (1) food preparation and serving related; (2) office and administrative support; (3) sales and retail; (4) transportation and material moving; (5) construction and extraction; and (6) personal care and services.

Although the State economy appears to be on the mend and unemployment levels continue to diminish, a recent report from the Public Policy Institute of California (PPIC) observed that if recent trends in higher education and the economy were to continue, by 2025 the State is likely to face a greater shortage of workers who have some college education but less than a bachelor's degree. Their projections are that the shortfall of workers with some college education may be as high as 1.4 million, even larger than the projected one-million-worker shortage of college graduates with a bachelor's degree.³ The analysis affirms that training beyond high school has become increasingly valuable in the labor market. The composition of industries and jobs forecasts indicates that the trend is likely to continue over the next decade.

The College service area, in the eastern portions of Riverside and Bernardino counties, was impacted by a variety of factors coming from the national, regional, and local levels. The two primary cities in the District, Blythe and Needles, reflect the national demographic trends toward an older and a more diverse population. Evidence of the slow process towards economic recovery is also apparent through gradual increases in employment, retail sales, building permits, and home prices. Work destinations and commute times correlate with regional development patterns and the geographical location of local jurisdictions, particularly in relation to the regional transportation system.⁴

² Jim Miller. "Legislative Analyst Predicts California Revenue Will Exceed Revised Budget Estimate by \$3 Billion," *Sacramento Bee*. May 18, 2015

³ Sarah Bohn, "California's Need for Skilled Workers," Public Policy Institute of California, September 2014 and "California's Future-Higher Education." February 2015.

⁴ Southern California Association of Governments (SCAG). *Profile of the City of Blythe and Profile of the City of Needles*. May 2015

As part of the Palo Verde Adult Education Regional Consortium 2014-15 planning effort the BW Research Partnership conducted a survey of 150 businesses. As illustrated in the table below, most were small businesses.

Table __: Business Surveyed, Eastern San Bernardino and Riverside Counties (2015)

Employer Size	# Employees	%
Small	1 to 10	72%
Medium	11 ot 24	13%
Large	25 +	13%
No Report		2%

Source: Palo Verde Adult Education Regional Consortium. *Regional Comprehensive Plan*. March 2015

Of those businesses surveyed, 75% indicated they had one location in eastern San Bernardino or Riverside Counties, 12% had two to four locations, and 8% reported five or more locations in the region served by the College. Twenty-four percent of the business reported they were more likely to identify with food and accommodation services, 11% indicated they were in the retail business, 10% were financial and insurance firms, and 7% were in the agriculture business. Fewer businesses identified with healthcare services, manufacturing, business support services or other industries.

Blythe

The City of Blythe is within the Riverside County Palo Verde Valley Area Plan. The Plan envisions the eastern portion of the Valley to be preserved as agriculture lands. Large lot residential development has been designated in only a few places. A considerable amount of land in the Plan Area is designed as light industrial, but limited development of the recreational resorts along the Colorado River has been provided in response to the expanding tourist and recreational draw. Rural community land use designations are proposed near I-10 and along major north to south roads. The western half of the planning area is proposed as sparsely populated, rugged desert and mountain, which are characteristic of the Palo Verde Mesa. A business park and commercial retail land have been identified around the Blythe Airport. The table below provides a summary of the projected development capacity of the Plan *if all uses are built as proposed*.⁵

⁵ Riverside County. *Palo Verde Valley Area Plan GPA no 960 Volume 2*. February 2, 2014

Table __: Statistical Summary of Land Uses, Palo Verde Valley Area Plan of 2014

County Land Use Category	Area	Statistical Calculations		
	Acreage	Dwelling Units	Population	Employment
Agriculture Foundation Subtotal	113,352	5,668	16,153	5,668
Rural Foundation Subtotal	4,567	466	4,328	0
Rural Community Foundation Subtotal	2,195	1,449	4,129	0
Open Space Foundation Subtotal	155,439	3,855	10,986	20
Community Development Foundation Subtotal	5,848	3,478	9,912	21,366
<i>Foundational Components Total</i>	<i>281,401</i>	<i>14,916</i>	<i>45,508</i>	<i>27,054</i>
Non-County Land Use Category				
Cities	17,429			
Indian Lands	1,058			
Freeways	141			
<i>Non-County Components Total</i>	<i>18,628</i>			
All Lands Total	300,029			

Source: Riverside County. *Palo Verde Valley Area Plan 2014*

As an early California municipality, Blythe was named for its initial developer of the late 19th century, Thomas H. Blythe of San Francisco. He invested in land and commissioned a canal to the Colorado River in order to irrigate portions of the Palo Verde Valley. Through the investments, and work of others that is now known as the Palo Verde Irrigation District, the Valley has become a prime agriculture zone in California for alfalfa, wheat, miscellaneous field crops, and melons. The Valley soil is fertile due to past floods and river deposits from the Colorado River. However, agriculture accounts for a limited number of workers. Since 2004 the Metropolitan Water District (MWD) and the Palo Verde Irrigation District have created a legal framework in which farmers in the Palo Verde Valley can agree not to plant portions of the farmlands in exchange for a cash payment by the MWD. As the California draught worsens those agreements have become ever more important, but have translated into fewer farm jobs and fewer families and fewer potential college students.

The Blythe Airport is a public facility, but is primarily used as a base for crop spraying operations, flight rental and instruction. Modest commercial development is projected for that area of the community.

Along the I-10 corridor more than 10 million visitors pass through the City of Blythe. Some of these visitors are sport and water recreation enthusiasts from Arizona and California. In 2007 the City adopted a Colorado River Corridor Plan to develop the riverfront within the City boundaries and its sphere-of-influence (12 miles and 6,000 acres) by extending adjacent residential and commercial areas eastward toward the Colorado River. Among other things, the Plan seeks to develop additional recreational

and resort land uses to bolster the local economy.⁶ It is an asset that attracts seasonal residents (“snow birds”) who contribute to the demand for retail products and services.

Another component of Blythe’s economy is the two State prisons, Ironwood and Chuckawalla Valley, located 15 miles west of Blythe. Chuckawalla Valley State Prison opened in 1988 as a level II facility for 1,700 convicted felons classified as medium to low-medium custody risk. In 2015 it had a staff of 750 and shared 1,720 acres of land with the second prison, Ironwood State Prison. Ironwood was established in 1994 as a level III medium to minimum-security facility for 2,200 convicted felons. In 2015 the Ironwood facility employed roughly 1,200 personnel. Many of those incarcerated at Ironwood were placed as a result of the original three-strikes law. These prisons are a major source of employment in the Palo Verde Valley and also a significant source of student enrollment through correspondence courses offered by the College.

Within the six census tracts that constitute the City, during 2015, almost 5,600 people age 16 or older are employed. The majority is employed in services, public administration, or retail trade.

Table __: Blythe Residents, Distribution of Workforce by Industry, 2015

Industry Sector	%
Agriculture/Mining	9.4%
Construction	2.9%
Manufacturing	0.9%
Wholesale Trade	3.0%
Retail Trade	12.3%
Transportation/Utilities	5.2%
Information	0.2%
Finance/Insurance/Real Estate	3.5%
Services	40.2%
Public Administration	22.4%
Total	100.0%

Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

⁶ City of Blythe. *Colorado River Corridor Plan*. March 2007

Employment by occupational family is documented in the following table.

Table __: Blythe Residents, Distribution of Workforce by Occupations, 2015

Occupation	%	Category %
White Collar		41.1%
Management/Business/Financial	11.3%	
Professional	10.2%	
Sales	8.8%	
Administrative Support	10.8%	
Services		34.4%
Blue Collar		24.5%
Farming/Forestry/Fishing	7.6%	
Construction/Extraction	2.4%	
Installation/Maintenance/Repair	4.7%	
Production	3.4%	
Transportation/Material Moving	6.4%	
Total		100.0%

Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

A comparison of the numbers of people employed in Blythe, by occupational family, in 2001 vs. 2015 is found in Appendix G. The magnitude of change in some of the occupational families indicates the decline in farming and the rise in hospitality, sales, office support and health occupations.

Needles

Like Blythe, Needles is a somewhat isolated community located on Interstate 40. The history of Needles is intertwined with railroading as the Santa Fe Railroad established an inspection station there in 1883. The city has also been influenced by its proximity to the Colorado River, Mojave Indian Tribe and lands, and the Old Trails Highway (aka Route 66). The Fort Mojave Indian Tribe is thought to have resided in the area for over 8,000 years. In the past, visitors traveled by railroad, Route 66, then I-40 to reach Needles. Other visitors traverse Highway 95 (the Trans-National Highway from Mexico to Canada) north or south to arrive at Needles. Bureau of Reclamation construction of dams along the Colorado River in the 1950s stopped the annual spring flooding problems. Dredging drained the valley lands, which were then suitable for agriculture, housing, and river recreation. Some 4.3 million cars pass along I-40 annually and contribute to the economy. Additionally, seasonal residents (“snow birds”) add to the demand for retail products and services. Most land around Needles, but within California, is public land designated for conservation and managed by the federal Bureau of Land Management. Today the Burlington Northern Santa Fe (BNSF) Railroad continues to operate a massive hub rail yard in Needles to support numerous cargo trains moving cargo to Los Angeles or from California to the middle or eastern states. Amtrak operates two trains a day from

Needles to Los Angeles or Needles to Chicago. The BNSF railroad has been the major employer in Needles for decades, followed by the Needles Unified School district.

The City of Needles Economic Development plan adopted for 2014-19 discusses several categories of economic activity: (1) local economic development initiatives; (2) external communications; (3) specific commercial development projects; (4) housing strategies and policies; (5) retail opportunities; and (6) exploitation of freeway corridors. Prominent among the recommendations is one for closer working relations with the Inland Empire Economic Partnership to promote more effective marketing of land development opportunities, increased tourism and movie filming activities. The City of Needles has hired the Development Management Group to provide economic development services.⁷

The Needles trade area covers a 72-mile strip along the Colorado River with a population in excess of 133,000. Cities at the extreme ends of the corridor included Laughlin, NV (25 minutes), Bullhead City, AZ (20 minutes), and Lake Havasu City, AZ (40 minutes). Within this trade area the larger employers are the casinos in Laughlin, the BNSF Railroad, hospitals in Bullhead City, Fort Mohave and Needles, municipalities within the area, school districts in those communities, Pacific Gas & Electric, Trans Western, Southern California Edison, and Wal-Mart. Most adults in this extended trade zone are employed in services or retail trade. At the north, Laughlin enjoys some 4 million annual visitors while at the southern end; Lake Havasu attracts 1.5 million visitors annually.⁸ For graduates of the College this trade area represents opportunities for employment.

During 2015, within the City of Needles most people age 16 or older were employed in services or transportation/utilities industries. Within the Colorado River Corridor area most were employed in services or retail trade.

⁷ Development Management Group, Inc. (DMG) *City of Needles Economic Development Strategic Plan 2014-2019*. Adopted April 22, 2014 and DMG. *Staff Report of Activities*. July 14, 2015.

⁸ City of Needles. *Economic Development Strategic Plan*. 2014

Table __: Needles vs. Colorado River Corridor, Distribution of Workforce by Industry, 2015

Industry Sector	Needles* %	Corridor** %
Agriculture/Mining	0.8%	0.7%
Construction	8.9%	7.2%
Manufacturing	3.6%	4.6%
Wholesale Trade	1.2%	1.5%
Retail Trade	9.6%	14.7%
Transportation/Utilities	15.3%	4.8%
Information	2.0%	1.3%
Finance/Insurance/Real Estate	5.5%	5.0%
Services	48.7%	54.3%
Public Administration	4.4%	6.0%
*Employed population = 1,618		
**Employed population = 45,828		

Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

Employment by occupational family is documented in the following table that shows more adults employed in white-collar occupations. However, a larger portion of workers living in the Needles area are engaged in blue collar occupations with 20% concentrated in transportation/material moving occupations.

Table __: Needles vs. Colorado River Corridor, Distribution of Workforce by Occupations, 2015

Occupation	City of Needles*		Colorado River Corridor**	
	%	Category %	%	Category %
White Collar		44.4%		52.3%
Management/Business/Financial	6.5%		10.2%	
Professional	10.2%		14.1%	
Sales	10.7%		13.5%	
Administrative Support	17.0%		14.5%	
Services		23.5%		28.9%
Blue Collar		32.1%		18.8%
Farming/Forestry/Fishing	0.9%		0.2%	
Construction/Extraction	6.8%		5.5%	
Installation/Maintenance/Repair	1.3%		4.0%	
Production	3.1%		3.6%	
Transportation/Material Moving	20.0%		5.5%	
*Employed population = 1,618				
**Employed population = 45,828				

Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

Some of the employers in the two principal cities (Blythe and Needles) are listed in the Appendix B of this Plan.

Implications for the College

1. Future job opportunities, economic growth in manufacturing and logistics, and a much improved real estate market with affordable housing characterize the future of the *western* portions of both Riverside and San Bernardino Counties. But the *eastern* portions of both counties are projected to experience much slower growth and economic recovery. *The College can contribute to the economy of the Counties by preparing younger students to transfer to four-year institutions and by equipping those who want to remain in the District service area with the job skills in demand by local employers.*
2. Reasonable employment opportunities in the two adjacent state prisons and the state Department of Corrections and Rehabilitation (public administration) will likely continue into the future as will opportunities for educational services to the inmates. However, state legislation, initiative measures that passed, and court orders are aimed at reducing the inmate population in the state prisons.
3. Services and retail trade industries of the economy will likely dominate the area around Blythe while services and transportation/utilities industries will likely dominate the area around Needles for the near future. *Although entry level preparation for service and retail trade industry jobs commonly does not require education beyond high school, there may be opportunities for the College to*

prepare individuals who seek advancement or establish their own businesses in these industries.

Higher Education Policy

Several key policy decisions will influence the California Community College system in the coming years. These public policies both provide opportunities for the colleges but in some cases impose constraints.

The Completion Agenda

In July 2009, President Obama articulated that the American Graduation Initiative (AGI) has a goal of increasing the percentage of U.S. residents who earn high quality degrees and credentials from the present rate of 39 percent to a rate of 60 percent by the year 2025. The goal is to make the U.S. competitive in the global marketplace. In the private sector, employers have been increasingly screening applicants for employment by requiring college degrees for positions that previously did not require a degree.⁹

While President Obama has pushed to increase college graduation rates across the nation, Complete College America, a non-profit organization, was formed to advance this mission. It has enlisted support from leaders in 34 states to ensure greater numbers of students acquire degrees.

The President's challenge to the nation has not been ignored in California. The Community College League of California (CCLC) launched an "alternative futures" project, 2020 Vision for Student Success, to respond to the national graduation goal by identifying policy and practice changes that could be implemented to increase student achievement. To contribute its part toward achieving the national graduation goal, California needs to produce a total of 1,065,000 degrees or certificates per year to 2025. That translates to producing an *additional* 23,000 degrees and certificates per year, a 5.2% annual increase.¹⁰ The California Public Policy Institute has repeatedly informed state policy makers that the State faces a skills gap.¹¹

In August, 2014, the Board of Governors for the California community college system joined in the completion effort by announcing a goal to increase the numbers of students earning certificates, degrees, or transferring to four-year institutions by nearly a quarter of a million over the next ten years. For academic year 2013-14 the system awarded 190,314 certificates and degrees, a 40 percent increase from 2009-10 and an all-time high for the system. The Gates, Ford, Lumina, and Kellogg Foundations as well as the Carnegie Corporation of New York fund their collective work and the efforts of others to promote

⁹ Doug Lederman. "Credential Creep Confirmed" Inside Higher Education. September 9, 2014 and Karin Fischer. "A College Degree Sorts Job Applicants, but Employers Wish It Meant More," Chronicle of Higher Education. March 8, 2013 p. 26-29

¹⁰ 2020 Vision: A Report of the Commission on the Future, (Sacramento, CA: Community College League of California, 2010)

¹¹ Public Policy Institute of California. *California's Future: Higher Education*. January 2016.

more college graduates. Collectively, there are more than two-dozen major entities that have sponsored initiatives to promote college completion.¹²

Federal Policy and Funding Initiatives

The White House convened a series of higher education summits in order to promote change in higher education policy and practice. Attention was given to greater access, particularly for low-income students, the completion agenda, college outcome performance measures, constraints to the ever-rising costs of high education, and other topics of interest to the federal government. To encourage more participation in postsecondary education the President used his 2015 state of the union address to offer a proposal, along the lines of the current policy in Tennessee, that the federal government help each state to make attendance at a community college free of tuition.

While it has been announced that some new federal resources will be allocated for use by community colleges, the Congress is currently also struggling to restrain spending and to reduce debt levels. The long-term impact remains to be seen, but federal aid now has a lifetime limit and is also limited to a maximum number of credit hours represented by 150% of the credits required for the program of study the student is pursuing. For a community college associate degree 150% would equate to 90-semester credit hours. Veterans on the G.I. Education Bill may be more limited in the credit hours funded by that program. In the FY2016 budget the President proposed that the maximum award under the Pell Grant program would increase and new rules would require students to make progress in their programs by passing an increasing percentage of their total course load. In a December 2015 budget deal the Congress unexpectedly agreed to increase the Pell grant maximums and provide additional funds to college access programs for needy students (TRIO and GEAR UP). President Obama has signed an executive order to align the monthly repayment rate of federal loans to the level of future wages earned by the student. That may ease the burden of debt for students and make the act of borrowing for a college education more feasible for prospective students. The President has also declared a policy to not enforce deportation on children of illegal immigrants meeting certain conditions and to provide work permits for those children.

The Obama administration and the U.S. Department of Education have announced a new emphasis for their involvement with career and technical education through a transformation of the Carl D. Perkins Career and Technical Education Act of 2006 as it comes due for renewal. Although the Act has not yet been renewed, the desired new directions will promote greater alignment between CTE programs and labor market needs as well as collaboration with K-12 and employers. Differences in the current provisions of the Perkins Act and the proposed changes were announced as long ago as April 2012.¹³

In July 2014 the Congress enacted the Workforce Innovation and Opportunity Act (WIOA) by a wide bipartisan majority as the first legislative reform in 15 years of the

¹² Alene Russell. "A Guide to Major U.S. College Completion Initiatives," American Association of State Colleges and Universities, October 2011.

¹³ U.S. Department of Education, Office of Vocational and Adult Education. *Investing in America's Future: A Blueprint for Transforming Career and Technical Education*. April 2012.

public workforce system. This legislation took effect on July 1, 2015 with regulatory rules to be written by the Departments of Labor (DOL), Education (DOE), and Health and Human Services (HHS). In general, the legislation focuses on streamlining programs, reporting, and administration and eliminates 15 existing federal training programs. WIOA keeps the basic structure of the prior legislation with components covering occupational training, adult basic education, literacy and English language acquisition, vocational rehabilitation, and the national system of public employment offices and services. Key features and opportunities of the WIOA legislation include more unified planning between state and local authorities to address regional labor markets, a common set of performance measures, and promotion of best practices including contextualized adult basic education, ESL, and attainment of industry-recognized certificates.

The Congress passed the Higher Education Opportunities Act in 2008. Subsequently, a series of new federal regulations have been issued to improve program integrity where Title IV financial aid funds are involved. Regional accrediting bodies are now expected to provide *closer* scrutiny of member institutions on a range of new topics.

Regional Accreditation Initiatives

In part, stimulated by prior federal government actions, regional accrediting bodies are insisting that greater attention be given to student *learning* outcomes.

These new areas are in addition to the traditional goals of accreditation that are:

1. Providing assurance to the public that the education provided by the institution meets acceptable levels of quality
2. Promoting continuous institutional improvement
3. Maintaining the high quality of higher education institutions in the region

Implementation of the new 2014 accreditation standards has introduced a number of changes, including the requirement to create a quality focus essay to guide future improvement efforts.¹⁴ The changes also echoed some of the national discussions about educational quality and accreditation.

California Community College Initiatives for Student Success

The following State initiatives are intended to increase student success rates:

- The Board of Governors' basic skills initiative seeks to enable more students to overcome their academic deficiencies.
- Additional legislation, SB1440 Student Transfer Achievement Reform or STAR Act in 2010, simplified the process of transferring from a community college to a school in the California State University (CSU) system. This program provides a pathway for students to follow so that they can be admitted to a CSU with junior status. It has been complemented by SB440 in 2013, which further incentivizes transfer students to complete an associate degree.

¹⁴ Accrediting Commission for Community and Junior Colleges. *Preparing for A Comprehensive Visit*. Workshop materials presented on October 15, 2014.

Perhaps the most potentially far-reaching set of recommendations for change in policy and practice were included in the report from the California Community College Chancellor's Office Student Success Task Force. The group proposed eight areas of focus with 22 recommendations. The Legislature passed the Student Success Act (SB 1456) in August 2012 and the governor signed it shortly thereafter. The measure did the following:

- Commissioned the development of a uniform placement exam for students;
- Directed colleges to provide students with orientation, assessment, placement and counseling services;
- Required students to identify an educational goal (such as degree or certificate for transfer to a four-year university) and complete an educational plan;
- Required colleges that receive student support service funds to complete and post a student success scorecard showing how well the campus is doing in improving completion rates, especially by race, ethnicity, gender, and income;
- Established minimum academic progress standards for students to receive Board of Governors fee waivers, but also developed an appeal process.

The Task Force recommendations came in the wake of a severe shortfall in resources for California's public higher education institutions. Therefore, implementation of these ideas was delayed.

Funds allocated for 2015-16 now enable the Chancellor's Office to provide support to colleges that develop a student success and support plan (formerly matriculation) built around some of the recommendations arising from the Student Success Task Force. The provision of effective core services (orientation, assessment and placement, counseling, academic advising, and early intervention or follow-up for at-risk students) has been found to improve students' ability promptly to define their educational and career goals, complete more of their courses, persist to the next term and achieve their educational objectives in a timely manner.¹⁵ As new priority enrollment rules were made effective in fall 2014, one of the incentives for students to complete the core services is the potential loss of priority enrollment or withholding of an enrollment opportunity.

One Student Success Task Force recommendation was the development of a robust common assessment instrument. The assessment services will also include data collection and course placement guidance, but the placement cut scores will remain a local decision. Working groups of faculty from the disciplines of English, Math and ESL have been involved in drafting competencies that address the full range of prerequisite skills found in the curriculum. The common assessment initiative has a "go live" target of the 2016-17 academic year, pending a successful pilot experience.

The effort to exploit technology to support student success blossomed into the Educational Planning Initiative that was launched to help colleges meet the requirements for student success and support program funding by providing an individual comprehensive educational plan for all students. The initiative is also intended to enhance

¹⁵ Eva Schiorring and Rogear Purnell. *Literature Review Brief: What We Know About Student Support 2nd Ed.* Research and Planning Group of the California Community Colleges. Fall 2012.

the counseling experience by inducing students to take more responsibility for their educational program plans and to have counseling expertise used only to *verify* the planning. A degree audit system to provide transcript, articulation and curriculum inventory elements is to be provided to help both students and counselors. As a by-product, it is hoped that the numbers of unnecessary units accumulated by students will be reduced. A single sign-on portal is intended to be the student's point of access to this system that is described as a service-oriented experience in which some existing services will be complemented by new services yet to be produced. The project has a "go live" target of the 2015-16 academic year, pending a successful pilot experience.

The legislation implementing some of the recommendations of the Student Success Task Force, SB 1456, requires the coordination of student equity plans and student success and support programs. Student equity identifies groups of students needing more help and focuses on services and instruction for new and continuing students through to completion whereas student success and support programs focus on services for entering students and identifies individual students needing more help. Interest in student equity is not new as the Board of Governors adopted a student equity policy in 1992, but financial support for planning and interventions has not always been available or adequate. In 2014 the Legislature appropriated \$70 million for student equity purposes, added foster youth, veterans, and low-income students as target populations, and required specific goals and activities to address disparities and coordination of them with other categorical programs. The traditional populations or variables researched for student equity planning are: age, disability status, gender and ethnicity. Unlike the student success and support program funding, dollars for student equity interventions do not require a match of funds or in-kind effort from the colleges. Funding for both efforts was increased for 2015-16 after the May 2015 budget revision.

The governor's interest in online education garnered an appropriation of \$56.9 million over 55 months to launch the Online Education Initiative for the community colleges. The initiative is intended to increase access to more online courses created by community college faculty members and to provide students well-designed resources that will improve their chances of a successful learning experience. Part of the work in this initiative is to improve student readiness to engage in the learning experience through online instruction and to provide tutoring support for those students. Those two components have had a successful pilot project "go live" in spring 2015. A common course management system launched among the pilot colleges in fall 2015. Within the initiative are efforts to assist faculty in several professional development ways- creating of online course content, teaching strategies for the online environment, course design standards, and course review training.

Adult Education Initiative

The governor's initial proposal for the adult education programs to be absorbed into the community colleges met with stiff opposition in the Legislature. A compromise was fashioned to improve and expand the provision of adult education through regional consortia that would eliminate redundancy and craft pathways into higher education for interested students. Instruction in parenting, home economics and classes for older adults

were explicitly excluded from this funding. The 2015 AB104 legislation provided a block grant of funds to support action plans to close gaps for adult learners in four areas: (1) elementary and secondary basic skills; (2) ESL and citizenship for immigrant populations; (3) adults with disabilities; and (4) short-term career and technical education.

Career and Technical Education Initiatives

In 2012 the Legislature passed SB 1402 which the Governor signed to signal intent to recast and rewrite the economic and workforce education division programs and services. The new direction implements industry sector strategies that align with labor markets on a *regional basis* and to do so in a *collaborative* fashion. The Chancellor’s Office has translated these policy directions into a four-part initiative called Doing What Matters (DWM) for Jobs and the Economy. Governor Brown has been generous in funding this work and his 2016-17 budget proposals offered \$200 million more to expand access to career and technical education as well as to implement new regional accountability structures.

The eleven colleges in the Inland Empire/Desert consortium as a whole selected the three priority sectors or clusters and two emerging sectors as described in the table below.

Table __: Inland Empire/Desert Consortium Priority Sector Choices

Priority Sectors/Clusters
Advanced Manufacturing
Global Trade & Logistics
Health
Emergent Sectors/Clusters
Advanced Transportation & Renewables
Information & Communication Technologies (ICT)/Digital Media

Source: Inland Empire/Desert California Community College Consortium

The initial phase of DWM was designed to dovetail with the State Workforce Plan created by the California Workforce Investment Board. Some funding from the DWM initiative was awarded to the regions to enhance existing CTE programs and to support regional collaborative work. The second phase of this initiative applies common accountability metrics to gauge the extent to which the efforts have “moved the needle.” A system of common metrics was developed that includes student momentum points and leading indicators of success. A third phase promotes bringing innovation and best practices to scale. The overriding message of the DWM initiative is to prompt *collaborative* action within regions to prepare students for work in critical industry sectors.

The 2014-15 State budget provided a one-time pool of \$50 million that helped the DWM initiative incentivize the colleges to develop, enhance, retool, and expand CTE offerings in response to regional labor market needs and to stimulate additional regional collaboration.

In 2013 SB 1070 (California Partnership Academies) was enacted to establish an economic and workforce development program for the community colleges. It requires the Board of Governors, Chancellor's Office staff and the colleges to assist economic and workforce regional development centers and consortia to improve, among other things, career-technical education pathways between high schools and community colleges. Contracts and competitive grants funded by the program through 2015 were jointly administered to improve linkages and CTE pathways between high schools and community colleges. The governor's 2016-17 budget proposals include funds to make this program permanent by also removing the sunset clause to the legislation and providing \$48 million additional dollars to support the work.

Additional efforts to promote career pathways from high schools to the community colleges were enshrined in the 2014-15 budget as it passed the California Career Pathways Trust Act. Some \$250 million was provided in the form of one-time competitive grants. These funds were made available to school districts, county superintendents of schools, directly funded charter schools, regional occupational centers or programs operated by a joint powers authority, and community college districts. The Legislature allocated a second round of funding for the Trust with applications for competitive grants to be implemented in academic years 2015-16 and 2016-17.

The most recent legislation to promote collaboration, AB 288, signed into law on October 8, 2015, authorizes the governance board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district to offer or expand dual enrollment opportunities for students who may not already be college bound or are from underrepresented groups in higher education. The goal is to develop a seamless pathway from high school to community college for career-technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness.

In November 2015 the Board of Governors culminated a yearlong effort to revisit the ways in which career and technical education was delivered as a means to prepare students for middle skills jobs. The Task Force they commissioned provided 25 recommendations in seven broad areas. Full details are available at <http://bit.ly/1pCGOM>. The recommendations are expected to shape policies from the Board of Governors over the next few years.

Inmate Education Initiative

Senate Bill 1391, Hancock, which became law in September 2014 made a number of changes to rules that apply to inmate education. The Hancock bill permanently waived the open course provisions for inmates in state correctional facilities. Previously districts offering inmate education had to accept funding at the noncredit rate, regardless of the

nature of the course of instruction. SB1391 revised that method of compensation to allow an apportionment claim at the corresponding funding rate for credit and CDCP noncredit instruction and relieved the districts from using only positive attendance procedure to keep track of instructional time.

The legislation further required an interagency agreement between the Chancellor's Office and the Department of Corrections. Approved in January 2015, funds for pilot projects to expand access to courses that lead to degrees and certificates were created. That pilot project identified re-entry hub correctional facilities where community colleges with one of those institutions in its district could seek one-time funding for program development and implementation of inmate education geared toward improving inmates' ability to find employment upon release and to reduce recidivism. The emphasis was upon face-to-face instruction, rigorous assessment, and student services. Four colleges (Lassen, Chaffey, Antelope Valley, and Folsom Lake) were granted a one-year award.

Although they are not higher education policy topics, the State of California has made a number of changes to its policies and practices pertaining to corrections institutions, those incarcerated, and those accused of criminal wrongdoing. Because the College's correspondence course program has had a significant presence throughout the California correctional institutions, these changes to reduce the State prison population may have implications for future enrollments from incarcerated individuals.

Dual Enrollment

The most recent legislation to promote collaboration, AB 288, signed into law on October 8, 2015 to take effect in January 2016, authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district. The partnerships are to offer or expand dual enrollment opportunities for students who may not already be college bound or are from groups underrepresented in higher education. The goal is to develop a seamless pathway from high school to community college for career-technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. The following are the highlights of the legislation:

- Community colleges can assign priority enrollment and registration to high school students in a CCAP with no fees to pay;
- Courses during the regular high school day can be restricted to high school students and do not have to meet the normal open enrollment standard;
- Courses with no open seats on campus cannot be offered at high schools through the CCAP;
- Basic skills math and English can be offered through CCAP but only for students who are not at grade level in that subject; and
- Community colleges can claim FTES if the high school student is qualified for full high school apportionment without using hours of the college course.

New Growth Funding Formula

Apart from targeted funds described above, the SB 860 legislation from 2014 will impact the allocation of apportionment funds for growth to the districts by using a new formula starting in 2015-16. The legislation directed that growth would be based on each community’s need for access to their community college as determined by local demographics. Need within each district’s official boundaries is to be determined by these primary factors: number of people within each district who are without a college degree, and the number of individuals who are disadvantaged as evidenced by unemployment and measures of poverty.¹⁶ The PVCCD is projected to have an apportionment growth rate of 3.69%

The General Neighborhood

The policies and priorities discussed above impact colleges differently. The Palo Verde CCD is the only opportunity for a postsecondary education experience open to California residents of this region. The table below lists the community colleges that are in “close proximity” to the PVCCD.

Table __: Public Community Colleges Around the Palo Verde Community College District

College	City	State	Time*	Miles*
Palo Verde College	Blythe	CA		
Arizona Western College	Yuma	AZ	1h 33m	97
AWC- Quartzsite Center	Quartzsite	AZ	24m	22
AWC- Parker Center	Parker	AZ	53m	49
College of the Desert	Palm Desert	CA	1h 45m	109
Imperial Valley College	Imperial	CA	1h 42m	98
Palo Verde College	Needles	CA		
Mohave Community College				
Bullhead City Campus	Bullhead City	AZ	31m	23
Lake Havasu City Campus	Lake Havasu City	AZ	47m	43
Kingman Campus	Kingman	AZ	58m	63
Barstow College	Barstow	CA	2h 13m	144
Victor Valley	Victorville	CA	2h 38m	174
*Google Maps distances and times				

Source: California Community College Chancellor’s Office; Arizona Colleges and Universities from Wikipedia.org

Implications for the Colleges:

¹⁶ Day Toy, Vice Chancellor for Finance. “Growth Funding Allocation Formula,” *Consultation Digest*. November 20, 2014. “California Community Colleges Growth Funding Allocation Model” power point presentation to the Association of Chief Business Officers Conference. October 27, 2014.

1. A broad array of governmental and private organizations is promoting the urgency for postsecondary institutions to produce more graduates. It has been estimated that the State economy will be short in excess of two million graduates with a bachelor's degree or postsecondary education short of the bachelor's degree by 2025. *As a public agency the College should embrace that public agenda with vigor.*
2. As the federal government seeks to achieve a more balanced budget there is still financial support for students and incentives for institutions to increase student success and prepare more students to compete in a global economy. However, these incentives come with performance expectations. *The College may have opportunities to enhance resources and they should act upon those opportunities.*
3. After many years of debate several federal workforce-training programs have been consolidated and a new direction emphasizing regional efforts and agency collaboration has emerged in the Workforce Innovation and Opportunity Act (WIOA) legislation. The Carl Perkins legislation has not yet been reauthorized, although it is overdue, nor has the Higher Education Act been reauthorized. *The College should monitor trends in federal policy to be able to be in a position to take advantage of any new direction.*
4. The regional accrediting commission, ACCJC, is following federal direction with requirements it has imposed on member institutions. Recent state legislation intended to induce intentionality into institutional planning and to hold public colleges accountable for performance on state priorities are in a similar spirit to the accreditation expectations. *Attention should be given to tracking student achievement and learning performance and acting upon areas where performance does not meet ACCJC expectations.*
5. Starting three years ago State legislation (SB 1440) created a remarkable framework to facilitate transfer to a campus within the California State University (CSU). Community college and CSU faculty throughout the state have risen to the occasion to forge transfer model curriculums (TMCs). *Palo Verde College achieved its expected target, but there may be more that could be done to facilitate transfer.*
6. Particular state attention has been given to re-crafting matriculation and other student services along the lines of recommendations from the Student Success Task Force. *Although matching funds are required, attention must be given to student success concerns. Participating institutions will be required to use a common placement assessment instrument when it is developed if funds are accepted. The College has a series of opportunities to improve services and student success by participating in these new state programs.*
7. A serious revisiting of online instruction as a delivery mode is being funded in the State. *While the College has not offered an extensive array of online classes, the online education initiative is a promising opportunity in which the College should consider additional participating.*
8. Adult education has long been neglected as a public service in the state. The AB86/Adult Education Block Grant AB104 legislation provides fresh funding to promote regional cooperation and elimination of redundancy with

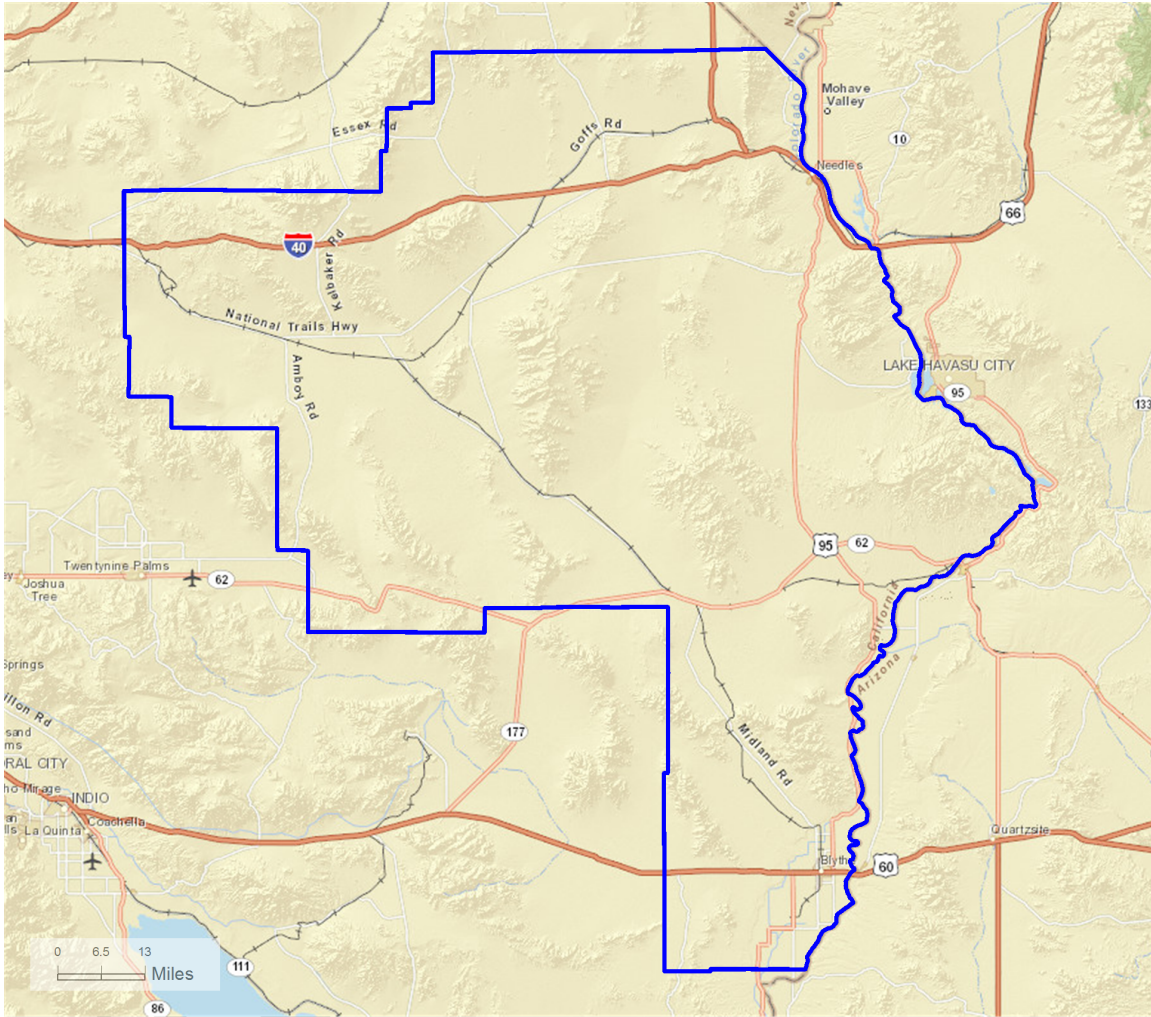
incentives to focus the instruction on preparing vulnerable citizens for more effective participation in the workforce. This legislation, combined with the promise to raise the funding level for selective noncredit curriculum to equal the level of credit instruction starting in FY 2015-16, presents a unique opportunity to make a very substantial difference in the service area. *The College should grasp the opportunity to implement the planning work done by the regional consortium.*

9. Several opportunities are unfolding for career and technical education both within and outside of the Doing What Matters for Jobs and the Economy initiative from the Chancellor's Office. Several dedicated funding sources are promoting inter-segmental cooperation and regional approaches to this type of instruction. *The College should position itself to fully engage the various opportunities in this curriculum.*
10. Four colleges were awarded inmate education pilot program funds and the change in state policy regarding inmate education may prompt additional competition for the College in regard to the inmate education programs offered at institutions outside of the official PVCCD service area.

Population Served: PVCCD Effective Service Area

Within Riverside and San Bernardino Counties, the official boundaries of the PVCCD include zip code areas comprised in this graphic.

Chart __: Official PVCCD District Boundaries



Source: PVCCD Institutional Research

Geographically, the District covers 6,500 square miles. In 2010 the area population numbered 20,218. The estimate for 2015 was 20,461 with an additional 5,435 individuals incarcerated inside group quarters (the two state prisons west of Blythe). The District population, excluding those incarcerated, is projected to become only 21,002 by 2020. Of the fourteen zip codes, seven zip codes overlap into the services areas of adjacent community college districts (Imperial Valley, Copper Mountain, College of the Desert, and Barstow).

In response to the AB86/Adult Education Regional Consortium legislation, educational need indicator data was assembled to facilitate adult education program planning in the

regional consortia area. The College took the lead in planning efforts with the two public school districts and other partners in the region. The data they reviewed in their planning is displayed below as documentation of the educational needs of the most vulnerable citizens in the PVCCD region.

Table __: Educational Needs of Adults in the PVCCD Service Area

Regional Consortia	Estimated Population*	Poverty	No High School Diploma	Unemployment	English Language Learners	Adults with Disabilities	No Citizenship	No Literacy
Palo Verde CCD	33,946	18,229	9,199	5,058	14,120	3,436	4,850	5,387
% of 2010 Population		53.7%	27.1%	14.9%	41.6%	10.1%	14.3%	15.9%

* This number likely includes incarcerated individuals.

Sources: U.S. Census Bureau American Community Survey and U.S. Department of Education, National Center for Educational Statistics- National Assessment on Adult Literacy; analysis by the AB86 Work Group

Just over 3,500 (18%) of the residents in Blythe reported being foreign-born, overwhelmingly from Latin American countries. Of those Blythe foreign-born residents, 65% indicated they were not U.S. Citizens and almost all of the 3,500 indicated they had entered the United States before 2010. In contrast, only 4% of the residents in Needles reported being foreign-born, again primarily from Latin American countries. Of those Needles foreign-born residents 61% indicated they were not U.S. Citizens and all indicated they had entered the United States before 2010.

Across the PVCCD official service area there were a limited number of languages other than English reported as being spoken at home. In Blythe those languages were Spanish, Indo-European, and Asian languages. Through the American Community Survey process the Census Bureau estimated that 2,600 people, 14% of the population in the Blythe, reported that they spoke English less than “very well” at home. In contrast, only 168 people in Needles reported that they spoke English less than “very well” at home.¹⁷

The initial work of the AB86 Consortium has pointed to significant educational needs, primarily in Blythe, to which the College may want to respond.

Effective Service Area

Based upon an analysis of residential zip codes reported by enrolled students over the last five fall terms, the effective service area for Palo Verde College encompasses an unusual number of almost 300 zip codes. Individuals from these zip codes account for 85% of the students participating at the College. The bulk of the zip codes are *outside* the official District service area and represent students enrolled through in-service training agreements or through correspondence courses offered to incarcerated individuals throughout the California Department of Corrections system.

Within the official District area only seven zip codes contributed students. Collectively, the student headcounts from these seven zip codes only accounted for 36% of the total

¹⁷ U.S. Census Bureau. *American Communities Survey 2009-2013*.

headcounts. From fall 2010 to 2015 the portion of the students enrolled at the College who live within the official District service area has *dropped* from 41% to 36% while the portion of those living outside of the official area has *increased* from 59% to 64%.

Between fall 2010 and fall 2015 enrollments at PVC have dropped by only 39 students, but the low point of 2013 represented a decline of 627 students from the high point in 2010. Within the official district service area the steepest decline, 213 students, was found in Blythe. The other major community served by the College, the City of Needles, noted 113 fewer students between 2010 and 2015.

Zip code 92226 is used for post office boxes that anyone can rent. However, it is also the official zip code used for mail directed to individuals incarcerated at Ironwood State Prison or Chuckawalla Valley State Prison.

Table __: Palo Verde College, Key Zip Codes for Student Participation

In Dist	Zip Code	City	Fall Term Unduplicated Headcounts					Total	% of Total	Cum %
			2010	2011	2012	2013	2014			
Y	92225	Blythe	996	678	731	655	757	3,817	20.60%	20.60%
Y	92226	Blythe	517	502	431	431	543	2,424	13.08%	33.69%
Y	92239	Desert Center	3	2		3	2	10	0.05%	33.74%
Y	92242	Earp	1					1	0.01%	33.75%
Y	92280	Vidal	2	1	2		2	7	0.04%	33.78%
Y	92332	Essex	2					2	0.01%	33.80%
Y	92363	Needles	164	92	113	74	51	494	2.67%	36.46%

Source: PVC Institutional Research; analysis by Cambridge West Partnership, LLC

More households (67%) in the PVC official District have lower incomes, below \$50,000, than most in Riverside or San Bernardino Counties. Both counties have more than twice the proportion of residents in the upper ranges of \$100,000 plus, compared to the PVC official District service area. As a whole, residents in the PVC service area have far less income to devote to educational expenses than do others living in either County with the overwhelming discrepancy in the \$100,000 plus category.

Table __: 2015 Household Income Distributions

Household Income	PVCCD	Riverside	San Bernardino
<\$15,000	23.5%	10.8%	11.6%
\$15,000 to \$49,000	43.3%	34.6%	34.9%
\$50,000 to \$99,999	23.4%	29.3%	31.0%
\$100,000 to 199,999	8.7%	20.7%	18.8%
\$200,000+	1.1%	4.5%	3.6%

Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

Demographic attributes for the *official* District service area associated with the PVCCD are provided in the table that follows along with those of the two principle communities. Population growth between the year 2010 and 2020 for the PVC official District service area is estimated to be 3.9%, primarily from Blythe. The annual rate of change in median household income projected between the year 2015 and 2020 for the entire District is slightly behind that of the City of Blythe. In 2015, the median household income for the entire PVC *official* District service area was \$3,717 *less than* the City of Blythe median household income. Other comparisons between the District as a whole and the two principle cities are illustrated in the following table.

Table ___ : Palo Verde College District Official Service Area vs. Blythe and Needles

Element	Needles				2015 to 2020	2000 to 2015	2010 to 2020
	2000	2010	2015	2020	Annual Rate of Change	% Change	% Change
Population	4,912	4,844	4,820	4,844	0.10%	-1.9%	0.0%
Households	1,989	1,918	1,907	1,910	0.03%	-4.1%	-0.4%
Average Household Size	2.46	2.52	2.53	2.53		2.8%	0.4%
Median Age		39.2	39.7	40.5			
Median Household Income			\$27,815	\$29,093	0.90%		
Per Capita Income			\$15,753	\$17,409			

Element	Blythe*				2015 to 2020	2000 to 2015	2010 to 2020
	2000	2010	2015	2020	Annual Rate of Change	% Change	% Change
Population	14,619	15,045	15,293	15,807	0.66%	4.6%	5.1%
Households	4,916	5,123	5,214	5,373	0.60%	6.1%	4.9%
Average Household Size	2.93	2.90	2.89	2.90		-1.4%	0.0%
Median Age		32.0	31.9	32.5			
Median Household Income			\$37,939	\$42,483	2.59%		
Per Capita Income			\$17,615	\$19,765			

Element	PVCCD				2015 to 2020	2000 to 2015	2010 to 2020
	2000	2010	2015	2020	Annual Rate of Change	% Change	% Change
Population	21,318	20,218	20,461	21,002	0.49%	-4.0%	3.9%
Incarcerated Population	8,195	7,189	5,435				
Households	8,093	8,218	8,279	8,515	0.56%	2.3%	3.6%
Average Household Size	2.70	2.68	2.69	2.70		-0.4%	0.7%
Median Age		39.0	39.1	39.0			
Median Household Income			\$34,222	\$38,266	2.26%		
Per Capita Income			\$17,245	\$20,069			

*Data for Blythe is restricted to the six census tracts for the city and excludes the incarcerated individuals.

Source: Environmental Systems Research Institute. Demographic and Income Profile and Market Profile; analysis by Cambridge West Partnership, LLC

An extended population projection for the primary cities, excluding incarcerated individuals, is illustrated on the following table.

Table __: Extended Population Projections

Area	Extended Population Projection					Annual Rate of Change
	2021	2022	2023	2024	2025	
Needles	4,849	4,854	4,859	4,863	4,868	0.10%
Blythe	15,911	16,016	16,122	16,228	16,336	0.66%
Desert Center	378	384	389	394	400	1.40%
Total	21,138	21,254	21,369	21,486	21,604	

Source: Environmental Systems Research Institute. Market Profiles; analysis by Cambridge West Partnership, LLC

The two state prisons, Ironwood and Chuckawalla Valley, constitute their own census tract. A number of those incarcerated at these prisons are enrolled at the College through the correspondence course program. The combination of census data and California Department of Corrections and Rehabilitation data reveals the following profile of the male inmates at these facilities.

Table __: Male Prisoner Estimated Profile

	2015
Population	5,435
Population by Age	
15-24	6.7%
25-34	22.4%
35-44	30.1%
45-54	27.0%
55-64	8.5%
65-74	3.3%
75-84	2.0%
Median Age	42.0
Educational Attainment Age 25+	
Less Than High School	38.5%
High School Graduate	33.0%
Some College, No Degree	21.2%
Associate Degree	4.0%
Bachelor's Degree	2.9%
Graduate Degree	0.3%

Source: Environmental Systems Research Institute. Market Profile; California Department of Corrections and Rehabilitation Monthly Census Counts; analysis by Cambridge West Partnership, LLC

Within the District, Blythe (*excluding* the incarcerated population) has a larger proportion of residents with *less than* high school education compared to Needles. Conversely, Needles has a larger proportion of residents who have completed high school and a *larger* portion that had some college, but no degree as found in Blythe. Adult residents in Blythe exceed with respect to the proportion that had completed various levels of college education compared to Needles.

Table __: Blythe vs. Needles, Educational Attainment, Age 25+ (2015)

	Blythe*	Needles
Less Than High School	27.8%	18.7%
High School Graduate	28.2%	35.4%
Some College, No Degree	25.4%	34.0%
Associate Degree	7.3%	5.3%
Bachelor's Degree	7.2%	4.3%
Graduate Degree	4.1%	2.4%
count of adults	9,034	3,187
*Excludes incarcerated individuals		

Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

From the 2010 census to 2020, the age group in both Blythe and Needles that will increase the most in proportion to the overall population is the 65+ seniors. Out to 2020, the groups of recent high school graduates, late teenagers, and traditional college-agers or early 20s (career choice) will continue to represent, on average, a substantial proportion of the overall population (15.2% in Blythe; 12.5% in Needles).

Table __: Blythe vs. Needles Age Range Projections

Blythe*					2010 to 2020
	2010	2015	2020	Average	Absolute Change
under 15	26.5%	24.7%	24.5%	25.2%	-2.0%
Career Choice (15-24)	14.7%	16.3%	14.7%	15.2%	0.0%
Career Start (25-34)	12.3%	13.0%	14.1%	13.1%	1.8%
Career Middle (35-44)	12.1%	11.0%	11.2%	11.4%	-0.9%
Career Finish (45-64)	23.7%	23.3%	22.0%	23.0%	-1.7%
Retirement (65+)	10.6%	11.8%	13.5%	12.0%	2.9%
Needles					2010 to 2020
	2010	2015	2020	Average	Absolute Change
under 15	21.7%	21.1%	21.1%	21.3%	-0.6%
Career Choice (15-24)	13.1%	12.8%	11.5%	12.5%	-1.6%
Career Start (25-34)	11.4%	11.1%	11.8%	11.4%	0.4%
Career Middle (35-44)	10.0%	9.9%	10.5%	10.1%	0.5%
Career Finish (45-64)	28.1%	27.1%	25.1%	26.8%	-3.0%
Retirement (65+)	15.8%	18.0%	20.1%	18.0%	4.3%

*Data for Blythe is restricted to the six census tracts for the city and excludes the incarcerated individuals. Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

Table __: High School and College Age Populations, Blythe

Age	Blythe 6 Census Tracts*				Blythe 6 Census Tracts*			
	2010	2015	2020	Average	2010	2015	2020	Average
15	1.9%	1.7%	1.5%		279	266	237	
16	1.8%	1.8%	1.5%		270	274	238	
17	1.6%	1.6%	1.3%		237	245	209	
High School Subtotal	5.3%	5.1%	4.3%	4.9%	786	785	684	752
18	1.7%	1.7%	1.4%		249	264	228	
19	1.3%	1.5%	1.3%		195	234	212	
20-24	6.6%	7.9%	7.6%		987	1,209	1,194	
College Age Subtotal	9.6%	11.1%	10.3%	10.3%	1,431	1,707	1,634	1,591

*Data for Blythe is restricted to the six census tracts for the city and excludes the incarcerated individuals. Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

Table __: High School and College Age Populations, Needles

Age	Needles				Needles			
	2010	2015	2020	Average	2010	2015	2020	Average
15	1.4%	1.1%	1.3%		70	55	62	
16	1.9%	1.2%	1.6%		90	59	69	
17	1.5%	1.1%	1.3%		72	54	61	
High School Subtotal	4.8%	3.4%	4.2%	4.1%	232	168	192	197
18	1.5%	1.1%	1.2%		71	55	59	
19	1.4%	1.2%	1.2%		70	60	59	
20-24	5.4%	6.9%	5.1%		260	331	248	
College Age Subtotal	8.3%	9.2%	7.5%	8.3%	401	446	366	404

Source: Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

Across the State, participation rates in the community college system are traditionally the highest among younger adults, ages 18 to 24. The size of that group within the effective service area is critical to future enrollments. The following tables provide further details on the high school and college age populations.

From 2010-11 to 2014-15 neither of the two high schools in the College District service area sent many of their recent graduates to PVC. A relatively small portion of the graduates from both high schools completed curriculum to meet either University of California or California State University entrance requirements.

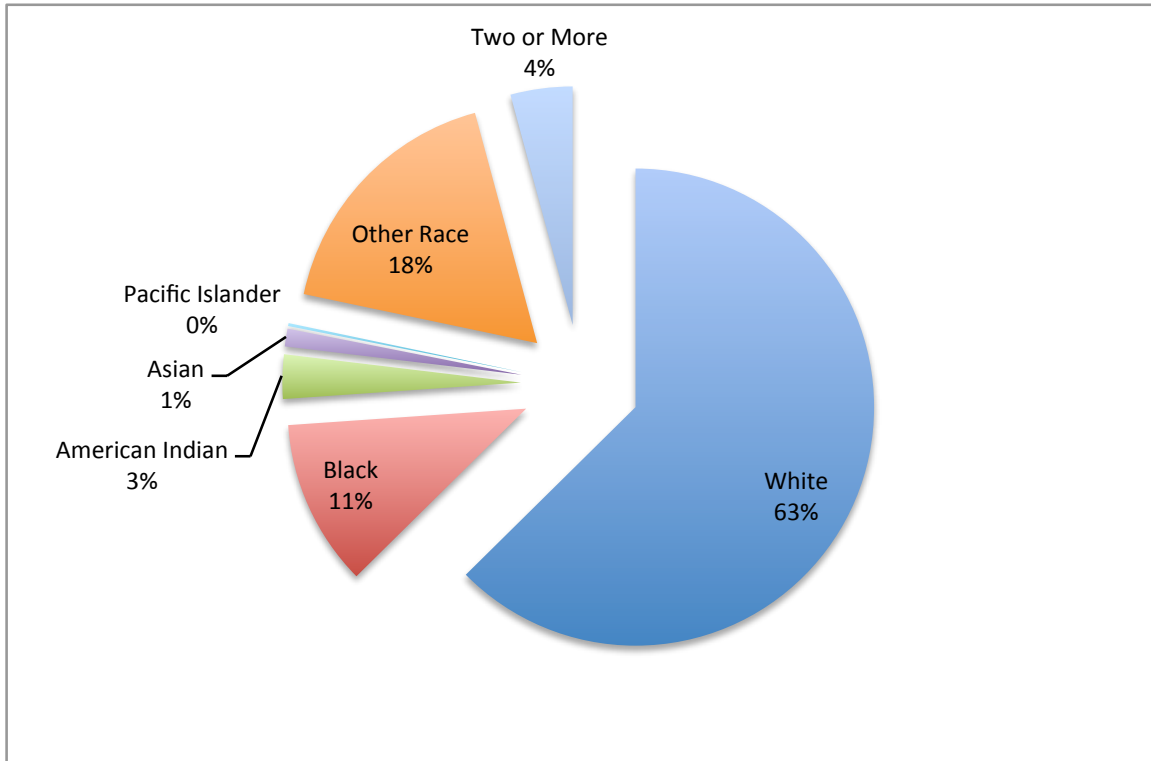
Table __: Palo Verde College Feeder High Schools

School	Code	Year	9	10	11	12	Total	Grads	Rate	Graduates with UC/CSU Required Courses	Rate	Annual Average to PVC 1996-2010
Palo Verde High	3335759	2014-15	242	236	182	215	875					
		2013-14	251	234	245	203	933	175	86.2%	12	6.9%	
		2012-13	251	274	240	190	955	182	95.8%	33	18.1%	
		2011-12	286	281	208	180	955	156	86.7%	39	25.0%	
		2010-11	289	243	231	178	941	161	90.4%	34	21.1%	
		Totals	1319	1268	1106	966	4659	674	69.8%	118	17.5%	42.3%
Needles High	3634169	2014-15	57	52	59	49	217					
		2013-14	54	58	46	61	219	54	88.5%	7	13.0%	
		2012-13	60	49	61	71	241	59	83.1%	14	23.7%	
		2011-12	54	82	67	67	270	58	86.6%	17	29.3%	
		2010-11	77	75	64	63	279	57	90.5%	11	19.3%	
		Totals	302	316	297	311	1226	228	73.3%	49	21.5%	3.7%

Source: California Department of Education, California Postsecondary Education Commission; analysis by Cambridge West, LLC

The largest racial group in the District *official* service areas has been White. But, the portion of the self-reported White group is expected to shrink 3% by 2020 while the portion of the self-reported Other Race group is anticipated to increase 2.7% by 2020.

Chart __: 2015 Palo Verde College Service Area, Ethnic/Racial Composition



Source Environmental Systems Research Institute. Market Profile; analysis by Cambridge West Partnership, LLC

Hispanic ethnic residents currently constitute 45% of the population. That Hispanic ethnic group is estimated to continue expanding to become 52% by 2020. Across the State, participation in the community college system varies among ethnic and racial groups. However, young people from the Hispanic community have been traditionally underrepresented in higher education.

Implications for Palo Verde College:

1. The population in the District is projected to continue growing very slowly with a 3.9% change between 2010 and 2020 or a .39% annual change rate.
2. Data assembled for the adult education consortium activities indicate that within the District service area there are a number of families living at or below the poverty level and a significant segment are English language learners. *These data present profound implications and opportunities for the College.*
3. Since 2010, enrollments have dropped twice (2011 and 2013). Enrollments in face-to-face instruction have dwindled the most. To some extent, the decline in enrollments is related to the significant shortfall in state resources related to the Great Recession. *Arresting and reversing the decline has been and should continue to be a priority for the College.*

4. Throughout the *official* District area, the portion of adult residents age 25 or older that have no high school diploma is 28%. *In the official District service area there are ample residents who could benefit by attending the institution and completing a certificate or degree.*
5. Over the next five years the portion of teenagers and very young adults in the effective service area who are making career choices will continue to represent a substantial segment of the population. Two public high schools have been the primary providers of students to the College. *These data underscore the importance of outreach efforts the College might wish to continue or initiate in order to recapture and build the enrollment volume.*
6. Both median household and per capita income in the *official* District service area fall below the overall corresponding Riverside and San Bernardino County figures. *The large portion of low income of households in the College's official service area provides an opportunity for the College to be a "merchant of hope" by recruiting students whose lives will be transformed from their success at the institution.*
7. The portion of *official* District service area residents who self-report ethnicity as Hispanic is 45% in 2015 but will grow to 52% by 2020. Traditionally, that group has had a lower participation rate in higher education. *That trend presents a particular challenge to the College, as the institution must compete for those students against four-year schools and other opportunities.*