AB86 Napa Valley Regional Comprehensive Plan

Vision – Napa Valley Regional Consortium seeks to create a student-centered continuum of educational programs and services resulting in a literate and skilled workforce that represents the diverse composition of our community.

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AB86 Napa Valley Regional Comprehensive Plan

The following ten page document is an executive summary of the Napa Valley Regional Comprehensive Plan to provide readers with a brief synopsis of the plan's contents. The plan in full begins after the Table of Contents.

Executive Summary

Purpose:

In response to AB86 legislation, Napa Valley College and Napa Valley Adult Education formed a partnership in November of 2013 to develop a plan for a unified and unduplicated system to provide adults in our community with services and course offerings within the following areas: Elementary and basic skills (including Adult Secondary Education high school diploma and/or High School Equivalency (HSE) exam preparation), classes for immigrants (English as a Second Language (ESL), citizenship and workforce preparation), programs for adults with disabilities, short-term Career Technical Education (CTE) programs with high employment potential and programs for apprentices.

The ultimate goal of the plan is to realize the following vision, framed by the Leadership Team, and adopted by the community partners and work groups:

Napa Valley Regional Consortium seeks to create a student-centered continuum of educational programs and services resulting in a literate and skilled workforce that represents the diverse composition of our community.

Student Demographics:

The adults in our community who are targeted by the mandates of AB86's five program areas are the most at-risk learners, often burdened with a panoply of life problems: they are often characterized by low skills, previous academic failure and economic challenges; they are often under-employed and frequently encounter transportation and child care problems; they may have learning disabilities or other disabilities. While the students at Napa Valley College and Napa Valley Adult Education are as diverse as the population of the valley itself, they do share many characteristics.

Typical students at NVAE in the High School program are 51% female and on average 18-27 years old; 65% are of Latino ethnicity while 35% are white and other minorities. Their goals are to get a high school diploma or GED in order to get a job or pursue higher education. 49% are employed but earn on average between $10,500 -$24,000

per year. In the ESL program, students are typically Latino (97%), 61% female and 39% male whose major motivations for attending classes are to navigate life in the US more effectively and to help their children in school. 53% of ESL students are employed, 27% unemployed and 20% not employed/not looking for work or retired.   In the Career Technical Education (CTE) program, the typical student is generally female (74%). 40% of CTE students are Latino, looking to complete a training or certificate program in order to find a job (50%) or better job (50%). 60% of CTE students are white or other ethnicity. In all three programs, these students have an income significantly less than the $65,000 median income for a Napa Valley household, no more than a high school diploma, and face multiple barriers to continuing their education, including work demands, family responsibilities, childcare, transportation, and a range of disabilities.

Napa Valley College serves students in both credit and non-credit classes with educational goals of transferring to a four year college, obtaining an AA /AS community college degree, career development or certificate. Students of all ages attend NVC, where 27.4% are less than 20 years of age, with the majority of the student population falling between the ages of 20-39 (56%). Just 16.2% are age 40 or more. In 2013-2014, the largest racial/ ethnic population of students was Hispanic (36.4%). Additionally, large numbers of students do not place into college level classes. Based on student performance on the college's placement exam, 84.8% placed below the college- level coursework in English, in math, 93.9%. The college has a population of 10.2% of students with disabilities. Many of our students are low income, first-generation. The majority of the credit student population is economically disadvantaged. This number increased from 25.8% in 2008-2009 to 51.4% in 2013-2014. Many work at either part-time or full-time jobs. Balancing parenting, school and work makes the life of community college students a challenge. Those who lack the basic skill levels required to succeed in college courses face an even steeper up-hill battle: more lower-level courses to complete before obtaining the skills necessary to succeed in transferable courses, adding longer time, and greater financial expense to reach their goals. Students face multiple challenges to complete their educations and are the most at risk for dropping out to deal with financial, family, transportation, disability or academic probation and/or dismissal issues, to name a few.

Process:
The Napa Valley Consortium's planning process is an organic, grass-roots level process which includes the input, priorities and recommendations of the entire group. Self-directed work teams, including members and community partners, are supported by the Members Planning Group. The Membership Group reports to the Members Planning Co-Chairs and their team who in turn report to the Leadership Group. Please see the attached organization chart on page 16 of the plan.

Communication is handled through a central website and through email. The website is hosted by Napa Valley Adult Education at the following shortened web address: http://bit.ly/1tGNeFG

Following the submission of the draft plan in December, 2014, and any needed revisions in February, 2015 from the Management, Membership and Leadership teams, the public input will begin. This feedback will come from student focus groups and community partners as well as policy boards' review.

Plan Objectives:

The Regional Comprehensive Plan draft, which was submitted 12/30/14, includes a demographic, economic, educational and job/occupational profile of the region. The Plan also includes a response to the following seven objectives:

Objective #1: An evaluation of current levels and types of adult education programs within the region
Objective #2: An evaluation of current needs for adult education programs in the consortium's region
Objective #3: Plans to integrate existing programs and create seamless transitions to education and careers
Objective #4: Plans to address the gaps identified
Objective #5: Plans to employ approaches to accelerate a student's progress
Objective #6: Plans to provide ongoing professional development to improve student outcomes
Objective #7: Plans to leverage existing regional structures and partnerships

Progress:

The following were gaps identified across program areas:

1. Bridges, transitions and pathways. There is a strong need for bridges between institutions, transitions from one institution to another and pathways that lead to the academic and career goals being met.

2. Geographic Access. Both up valley and south county residents have limited access to the main services of both Adult Education and Napa Valley College

 3. Capacity and Resources. Recent budget cuts and on-going rapid changes in teaching methods and subject matter content have created a high demand for capacity and resource building in both the infrastructure and professional development

4. Comprehensive Student Support Systems. The complex lives of students, the ever increasing demand for focused learning, and the intricacies of navigating the systems of both institutions require a comprehensive approach to student support.

4. Service Delivery. From outreach to course content to job placement and follow up, every point of service delivery has some gaps for some students.

5. Common Data/Accountability Systems and Communications – Data driven policy and approaches require solid information. Students, in order to make informed decisions require up to date information on their interests, aptitudes abilities and progress, as well as current academic and career options. Faculty needs an efficient and effective method for tracking student progress, for communicating clearly with students and one another, and understanding good outcomes.

Barriers to those effective services are viewed as systemic, cultural and economic. These recommendations take a step back from the current services, put the student needs at the center, and attempt to re-think, re-design and re-commit to quality adult education and training services

Policy framework:
The policy framework adopted by the Leadership Team states the following:
- Develop a shared agenda/vision among community partners
- Eliminate barriers that block common approaches
- Create a shared measurement system
- Make sure there is regular communication
- Use a continuous improvement process with customer feedback

Four Year Plan
Napa Valley Regional Consortium has selected three primary AB 86 implementation strategies based on the following faculty, student and community partner feedback and gap analysis:

A. **Bridges, Pathways and Transitions**
   I. Alignment and Integration of Student Assessment/Placement
   This effort will capitalize on proposed statewide plan to identify the best assessment and placement tools across institutions, while customizing the process to meet local demands.

   II. Curriculum Alignment

This effort will focus on English, Math, English as a Second Language (ESL) and Career Technical Education (CTE) and other foundational academic skills to make sure that there is institutional alignment. A specific example of another type of alignment would be the addition of a "bridge" class to prepare students for adult secondary education (ASE) CTE and Napa Valley College classes and apprenticeship programs.

III. Industry/Sector Specific Pathways, Course Alignment and Articulation
This effort will single out, through a partnership with the Workforce Investment Board (WIB), using the *Occupational Outlook Northbay Counties 2014*, specific pathways to occupations in those sectors that form the economic backbone of Napa County. These are industry sectors such as health care and business, as well as apprentice and pre-apprenticeship programs.

IV. Strategies for Accelerated Student Progress
Many best practice methods, including providing students with contextualized instruction, more flexible scheduling of courses, co-enrollment in both institutions, etc., will be explored in order to help students reach their desired academic and career outcomes in a more efficient and effective manner.

V. Strategic, Student-Friendly Outreach
An analysis of gaps led us to the concept of a much enhanced, strategic and student friendly outreach plan to reach all populations with adult education needs in our community, as well as a plan that allows for student feedback and continuous improvement.

B. Comprehensive Student Support
I. Individualized Student Plan
Requiring an Educational/Career Plan for each student upon enrolling in either institution, using the mutual student assessment tool, and crafting an informed step-by-step plan that leads to the individual's academic and career goals. The resources of both institutions and community partners will provide the student with the most informed involvement and quickest path to success.

II. Counseling and Instructional Best Practices
Capitalizing on best practices, including increased support for high-risk students, teaching 21st century skills, such as critical thinking, communication, creativity and collaboration, and using instructional strategies such as project-based learning, smaller class size, etc., we can improve the retention rate and

resilience of students, therefore improving academic and career outcomes. A clear need for additional counseling and professional development for counselors has been indicated by the conclusions reached by workgroups in all program areas.

III.   Community Partnerships to Support Students
We are forming explicit agreements and win/win arrangements with community partners to aid our mutual clients in order to increase student support, for example, increased availability of childcare, assistance for pregnant and parenting teens, nutrition and housing support, etc. We will explore the creation of a combined learning/training system to serve adults in the Napa Valley.

C. Common Data/Accountability, and Communications Plan
I.   Data/Accountability and Data Management
In order to inform policy, to measure success, to plan for change, and for student management purposes, we will leverage and customize statewide efforts toward common database and common student tracking systems.

II. Napa Valley Regional Consortium Communications Plan
This effort, including developing a graphic image, conducting focus groups and other customer feedback mechanisms, and providing consistent messaging, are all ways to create accurate and transparent communications to our community about this significant institutional change.

An overarching strategy for all three implementation strategies will be a strong professional development component.

The Four-Year Plan includes a series of scalable pilot programs.

Year 1 – 2014-15 activities include:
- Evaluate current services
- Identify gaps in service and delivery
- Establish guiding principles and a policy framework
- Prioritize solutions to address gaps
- Review and evaluate best practices
- Build community support
- Obtain faculty involvement and ownership
- Use student feedback through surveys and focus groups

- Create a learning/training system in partnership with the WIB (continues all four years).

Year 2 - 4– 2015-17 activities include:
- Organization: Consortium funding will hire director/coordinator, pay faculty, pay planning team, and planning expenses
- Management Team: oversee overall project, determine staffing and budget, provide stipends for teachers, facilitate communications
- Formalize the community partnerships
- Embed professional development in project design
- Create a communication and outreach plan
- Identify a data collection and tracking system
- Plan for building a sustainable infrastructure for student support
- Determine alignment between Adult Ed and NVC career pathways and programs (This must start in Year 2: 2015-16).
- Determine what programs will be offered, then review curriculum in courses
- Develop Student Learning Outcomes (SLOs) for each course
- Develop assessment for each course
- Identify benchmarks for success
- Integrate AB 86 plan with existing workforce development activities at NVC, NVUSD, Napa County Office of Ed (NCOE) and libraries, where appropriate
- Take courses through appropriate approval process (NVC-Curriculum committee/Board/State, and NVAE – Board/State)
- Develop a pilot sequence of courses between Adult Ed and NVC in basic skills, English, Math, ESL and CTE/apprenticeship

Year 3 – 2016-17 activities include:
- Train faculty and staff in alignment, student learning outcomes, assessment, instructional strategies for accelerated learning and transition, and other topics related to student success.
- Implement pilot program(s)
- Implement ongoing data collection and tracking system

Year 4 – 2017-18 activities include:
- Conduct additional evaluation of each program
- Launch full implementation

(Many activities will be on-going even beyond four years.)

Budget:

The Regional Plan requests funds to maintain the current level of capacity for 2015-16 year at $1.9 M plus an additional $908,204 to begin the process of addressing the gaps and objectives of our Consortium's Plan for a total of $2.8 million.

Pending:

Work teams continue to meet to identify needs, resources, research best practices for curriculum and professional development. These self-directed teams will provide the "nuts and bolts" fully implementing and maintaining the plan. The first two quarters of 2015 will also be spent obtaining more student and community feedback and stakeholder involvement and buy-in in order to inform any plan changes and to set priorities by our leadership team.

Timeline:

July 31, 2014   First Draft Submitted, Objectives 1, 2 and 4

Oct 31, 2014   Second Draft due, Objectives 3, 5, 6 and 7

Dec 31, 2014   Final Draft of Plan due

March 1, 2015   Final Plan due

---END OF EXECUTIVE SUMMARY –

CONTENTS

In response to AB86 legislation, Napa Valley College and Napa Valley Adult Education formed a partnership in November of 2013 to develop a plan for a unified and unduplicated system to provide adults in our community with services and course offerings within the following areas: Elementary and basic skills (including Adult Secondary and HSE preparation), classes for immigrants (English as a Second Language, citizenship and workforce preparation), programs for adults with disabilities, short-term Career Technical Education (CTE) programs with high employment potential and programs for apprentices.

The partnership, named the **AB86 Planning Group**, began meeting in November to share and evaluate their programs. A lead from each program area was identified and surveyed to outline: 1) program parameters; 2) populations and numbers served; 3) staffing requirements; 4) levels, assessment tools and placement of students; 5) collaborations;, 6) processes for transitioning students; 7) support systems for student success; 7) professional development; 8) basis for initiating and developing new courses; 9) approval process for classes or courses; 10) industry/sector validation and certification; and 11) identification of gaps or areas for improvement in services.

In May, 2014, the AB86 Planning Group developed a strategy for effective community partner collaboration. Community partners participated in forums that provided an overview of AB86 program goals, timelines and data needed. Community partners were asked to share their programs in detail using the guidelines as enumerated above. Using the same data collection guidelines allows for program comparison and analysis. Using this initial planning process, the following structure and processes have been implemented to ensure the success of the Napa Regional Consortium program: (See AB86 Napa Regional Consortium – Organizational Chart, page 17 of this document).

The Members Leadership Group consists of Napa Valley College President, Vice President of Instruction, Dean of Career and Technical Education, Executive Director of Napa-Lake Workforce Investment Board, Napa County Superintendent of Schools, and fiscal representation; along with Napa Valley Unified School District's Superintendent, Assistant Superintendent of Business Services, Assistant Superintendent of Instruction and Executive Director of Secondary Education. This leadership group meets every 2 to 3 months for program progress and approvals.

The Members Planning Group Co-chairs represent both organizations: the Dean of Library and Learning Resource Center on behalf of Napa College and the Principal of Adult Education on behalf of Napa Valley Unified School District. The Consortium Co-chairs meet weekly, and are responsible for the overall direction of planning, timelines, hiring, developing roles and responsibilities for coordinators and consultants, fiscal accountability, and all necessary reporting to the State. The Co-chairs collectively report to and receive approval from the Members Leadership Group. The Co-chairs are supported by project consultants for facilitation of planning meetings, research and data collection, communications, and writing of the draft plan. The Co-chairs and project consultants meet several times a month either in person or online.

The Fiscal Agent is Napa Valley Unified School District (NVUSD) and is responsible for grant fund and budget reports; but it is not responsible for fiscal decisions. The fiscal agent reports to the Members Planning Group Co-chairs, who report to the Leadership Committee.

The Members Planning Group consists of 12 members (six from Napa Valley College and six from Napa Valley Adult Education). The group is responsible for evaluation of current programs, identification of gaps in services, and participation in the collaborative process to develop and implement Napa Valley's Comprehensive Regional Plan. This group met for an initial orientation to the program priorities and process in July 2014 and continued to meet throughout the summer. In September, once the school year began, this group met, once per month. Individuals in the Members Planning Group are assigned to one of the five program areas of the AB86 plan based on their area of expertise, and are responsible for leading work groups to meet the objectives related to their particular area. Program area work groups include the Consortium Partners and community resources as needed.

The Consortium Partners Group consists of agencies and community organizations that work with adult education and vocational training populations. Partners are engaged in the planning process both in their specific program area and collectively to ensure collaboration throughout the County and across systems. The Consortium Partners, convened by the Director of Napa-Lake Counties Workforce Investment Board for optimal participation, meet with the Members Planning Group to collectively engage in the planning process, along with building relationships and partnerships in support of the plan.

Work Groups have been formed and include instructors, counselors and support staff from both Napa Valley College and Napa Valley Adult Education. Individual group meetings over the last few months have included Consortium Partners or program experts as appropriate.

Napa Regional Consortium for Adult Education
Organizational Structure

Members Leadership Group
NVC - President, VP Instruction, Dean of CTE, Fiscal
NVUSD: Superintendent, Assist. Supt., Business Services, Asst. Supt Instruction, Dir. Secondary Ed
Supt., Napa County Office of Education, Executive Director, NLWIB
(meets every 2-3 months for updates and approvals)

Fiscal Agent
Responsible for grant fund and budget reports. Not fiscal decisions.

Members Planning Group Co-Chairs
Co-Chairs; 1 from NVC, 1 from NVUSD
Overall direction of planning, timelines, hiring, developing roles/responsibilities for coordinator/consultants, fiscal accountability, reporting to state, reports to and approval from Leadership Group

Project Management
Coordinate planning process and activities
Meeting support
Write Regional Plan
Submit Draft Plans
Research & Data
WIB provides support

Members Planning Group
Evaluation of current programs
Determine gaps in services
Collaborative plan process

12 members (six from each member)
Meets 1-2 times/month

Consortium Partners
Agencies & community organizations that work with adult education and training populations. Not members, but working together on planning process.

Sub-Planning Groups
Formed as needed. Will include instructors, counselors and support staff from both NVC and NVAE.

THE PLANNING PROCESS –

Representatives from all levels of member and community partner organizations (including teaching faculty, instructional staff, administrators and leadership) were involved in the planning process to develop a continuum of learning for the five identified program areas. Within these self-directed workgroups and as a consortium at large, a variety of methods were combined to provide for a collaborative process that included planning meetings, forums, workshops, surveys, partner input, data collection and analysis. The Members Planning Group collected and examined the data, evaluated existing programs, identified gaps; then developed plans to integrate programs, address gaps, create systems to accelerate a student's progress, collaborate on provision of professional development and leverage existing regional structures.

The Napa Valley's Comprehensive Regional Plan is being developed as a recording of agreements stemming from the planning process. The planning process was an organic, grass-roots level process and includes the input, priorities and recommendations of the entire group.

Self-directed work teams for each program area are chaired by a representative of the Members Planning Group and included both members and consortium partners from the respective program areas. These teams reported to and are supported by the Members Planning Group Co-Chairs. While self-directed, work teams were charged with the initial planning phase of this consortium program. It is expected that these teams will continue as a significant aspect of the implementation and ongoing development of the program. Work groups followed a protocol developed to support effective team building for results. Each team adopted a 'charter' which helped team members understand the purpose and function. Similar to a job description, it provided structure for how a team operated, identified its members and their responsibility to the organization and to each other. A charter was not intended to define the work style, plan, or rules. Each team established these parameters, thereby ensuring buy-in for the mission of our Comprehensive Regional Plan.

Self-directed work groups had a responsibility to produce and meet organizational needs and expectations, which required a willingness and commitment by all team members.

COMMUNICATION

Napa Valley Consortium has created a communications plan for the planning process that will adapt and expand to the implementation phase of the program. The communications plan addresses three primary areas: dissemination of program information, shared resources and working collaboratively online using Google Docs for creating content and editing.

The Napa Valley Regional Consortium for Adult Education website, Napa Valley Adult Education Consortium is hosted on the Napa Valley Adult Education website. The web address is: http://bit.ly/1tGNeFG. It is also accessible by going to NVAE's Website: http://www.adulted.k12.ca.us/ and clicking the "AB86 Napa Consortium" button. The website is a depository of all program documents, reports, materials and resources and is intended to provide an orientation for new members or partners who join the consortium, current members who wish to refer to consortium-related documents (e.g. meeting minutes, reports, research, etc.), as well as a vehicle to provide the general public with program information. Having a single, unified source of information is invaluable especially as we work across sectors, populations and programs.

VISION AND LEADERSHIP

Leadership from the Consortium Members and Community Partners agree to a shared vision and mission –

Vision – *Napa Valley Regional Consortium seeks to create a student-centered continuum of educational programs and services resulting in a literate and skilled workforce that represents the diverse composition of our community.*

Mission – *Napa Valley Regional Consortium will implement a seamless continuum of educational programs and community resources reflecting, 1) a collaborative interagency process; 2) data-driven decision making; and 3) academic excellence and best practices in order to meet the demands of a 21st century workplace to support our diverse student population and eliminate barriers to success*

Successful implementation of this vision will require shared commitments and priorities in these areas:

- Make every effort to consider adult literacy and training needs when, 1) setting policy; 2) developing new programs; 3) revising old programs or restructuring established systems; 4) creating economic development activities; 5) implementing new support systems; and 6) developing industry/workforce specific activities. This commitment is shared by Community Partners from all areas including:

  - Adult Learners - all citizens
  - Businesses
  - Business organizations (Chamber of Commerce)
  - Civic organizations
  - Correctional institutions
  - Faith-based organizations
  - Health care providers
  - Institutes of higher learning, including Boards and administration, faculty and support staff
  - Literacy providers
  - Local government
  - Local media
  - Service provider coalitions
  - School districts and colleges, boards and administration
  - Social services
  - Vocational training organizations
  - Workforce investment boards and programs

- Eliminate barriers that block common approaches, including:
  - Administrative
  - Economic
  - Cultural
  - Statutory
  - Regulatory
  - Political
  - Educational

- Create common data and accountability system

- Ensure there is ongoing input and communication

- Use a continuous improvement process with ongoing customer feedback.

Staff and administrative resources dedicated to continued planning, implementation and oversight was and continues to be another key element of the plan's success.

Napa Valley College and Napa Valley Adult Education have a rich history of collaboration of working together on various projects and programs to support the educational and career development needs of the Napa County community. Napa County had one of the first 'One Stops' in the state, and extensive experience and success implementing several School-to-Career grants. We will build on these collaborative relationships among the Consortium Members and with our numerous community partners to better serve our student populations according to the requirements and guidelines of AB86.

This spirit of collaboration exists throughout the Napa County community's organizations and this project is an opportunity to bring everyone together for purposes of program area focus and better serving the adult population's education, training and career needs. To take full advantage of this opportunity, the Consortium reviewed and implemented best practices for collaboration as a guide to working together to develop this new model of successful program planning.

The Napa River runs through the entire county and serves as both inspiration and an apt metaphor to address adult educational and training needs throughout the Napa Valley. Metaphorically, sitting on each side of the Napa River are the two adult education institutions, Napa Valley Adult Ed and Napa Valley College. Currently, students have had to navigate the waters on their own, not always knowing what is available on the other side of the river or what goals are possible further downstream. (Note: Larger graphic is located in Appendix, pg. 187).

The students enter the river at various places along the river's path. Many start from the feeder streams of secondary education (depicted as individual streams flowing down from the Mayacamas and Vaca Mountains), but some jump in from the piers or coves along the banks (representing our community partners). Students may come into the water from either bank...the adult education side (NVAE) or the community college side (NVC).
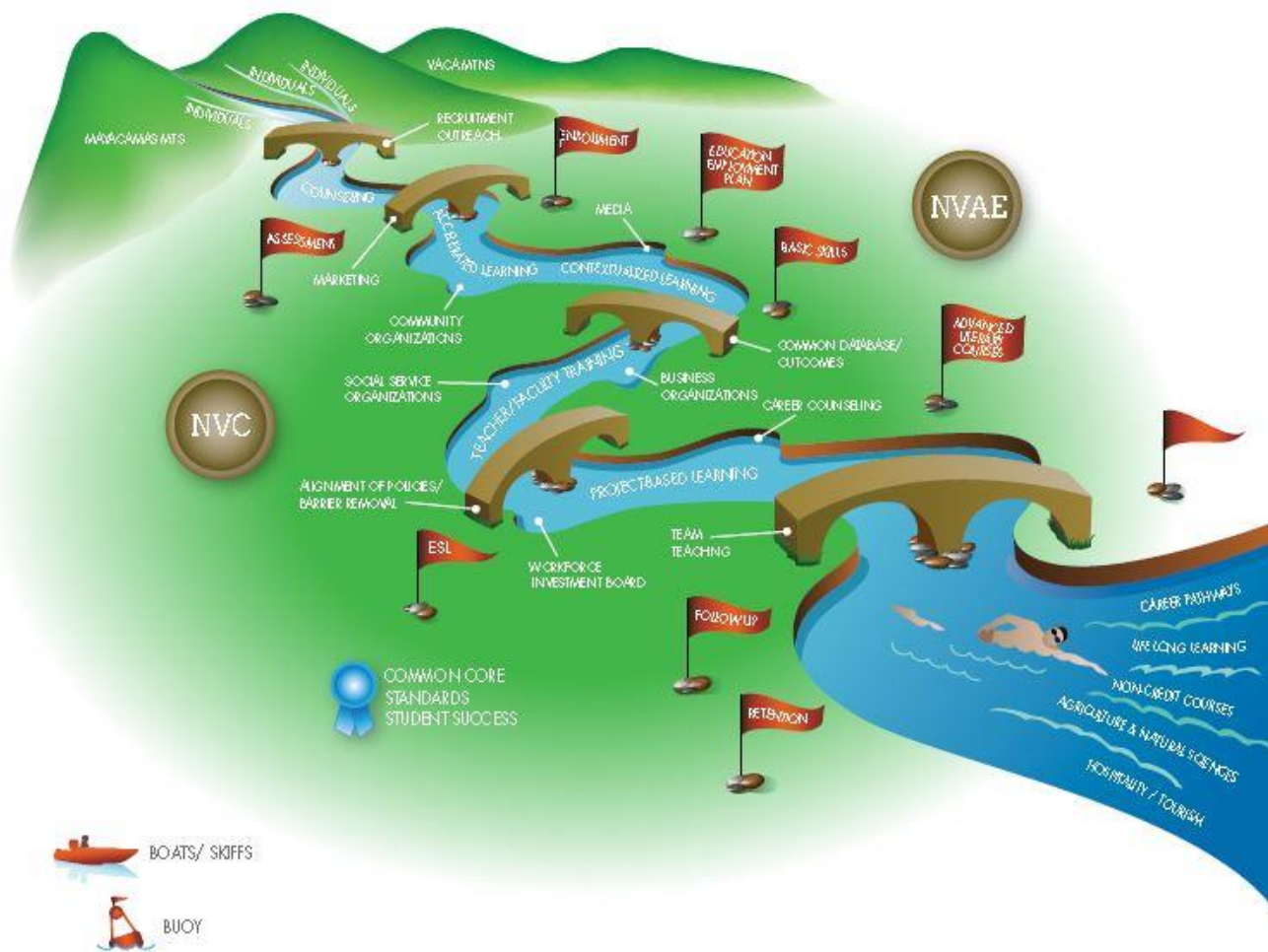
The students (swimmers) also have various skill levels and endurance at the start of the swim. They need knowledge, skills and abilities to make it to the end of the river in order to meet the goals of certificates, diplomas, advanced degrees, career pathways and jobs. The icon for these goals is the dark blue slough at the end of the river and the start of the greater San Francisco Bay itself .

At the beginning of their swim, individuals require counseling and support to assure that they have an educational and career plan that meets their goals. Individuals enter the river into which both NVC and NVAE's assessment, curriculum and placement are aligned into one seamless flow. The benchmarks they pass along the way are depicted by the red pennant icons: enrollment, assessment, an education/employment plan (Student Educational Plan (SEP) and Student Career Plan (SCP)), placement in basic skills courses, if necessary, ESL courses, advanced literacy courses, CTE courses, etc.).

The swimmers have many ways of making it down the river, some faster than others. AB 86 is about supporting the swimmer to be able to make it all the way. These attributes could be called abilities and the icon for this is the swimmer him/herself. This effort is to make the swimmer into a 21st century student, one who can apply knowledge, access information and resources and achieve necessary skills to reach their goals. The icon for these goals is the blue ribbon.

Barriers and blocks may slow or halt the swim. Barriers include gaps in services (e.g. insufficient outreach, lack of access due to geographic region), or life-challenges that students themselves face: childcare and transportation issues, economic pressures to leave school, family issues, lack of adequate academic preparation. There are resting stops to support the swimmer along the way, both in the river itself (buoys serve as the icon to represent counseling, tutoring and mentoring), and along the shores and coves. Community-based services that are our partner organizations in the AB 86 effort are represented by the icon of coves along the river: these include community, business, and social service organizations.

AB 86 is also about building a system that helps the swimmers navigate more quickly along their way: accelerated learning strategies, project based and contextualized learning are utilized along the way downstream to help students to attain 21st century skills. The icons for these ideas include boats and skiffs.

The river bottom and sides (maroon-colored levees) represent the institutional infrastructure needed to hold the river in place and make the swimmer strong and steady. These levees and sandy river bottom are the icons for the infrastructure of the Adult Education and Napa College systems. They include the governing bodies, the administration, the faculty and professional

development, the facilities, technology, common metrics, student learning outcomes, and the student body, all of which will be improved, enhanced, informed by the work of AB 86.

The Regional Comprehensive Plan serves to make systemic changes that support alignment of educational/career pathways, facilitate transitions and accelerate students toward their goals. These institutional changes are the bridges (the icon for transitions) needed for students' successful transitions to postsecondary education or the workplace. Bridges are the links that ease the transition from each institution to the other, allowing the students to move freely between the institutions as needed. Shared recruitment and outreach (the first bridge) allows both institutions (NVC and NVAE) to identify adults in the community requiring services and to provide a coordinated effort to inform individuals of services and opportunities available. Common marketing efforts (second bridge) will help to accomplish this goal. A common database (third bridge) will allow for a shared tracking system to ensure students are placed in appropriate classes and their progress is monitored so that timely interventions can be made to keep them afloat. Alignment of policies between both organizations (forth bridge) will remove institutional barriers and reinforce a smooth transition. Lastly, team teaching, based upon shared professional development (fifth bridge) which provides an understanding of adult learners' unique needs and tailors instruction to meet those needs, will bolster student success.
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In summary, the swimmers (adult learners) enter the river from various locations. Anywhere they enter, they are given support, provided direction, and monitored in order to meet their chosen goal(s). Along their journey, swimmers can swim into coves that hold wrap-around services for the life challenges that threaten their staying in the water. They achieve their goals incrementally (blue ribbons). All the while, the river bottom and sides are made stronger through the improvements made to the infrastructure of this collaborative effort, assisting the swimmer in meeting the final goals of certificates, diplomas, advanced degrees, jobs, career pathways and lifelong learning.

Four themes emerged in the planning processes that have informed the metaphor of the river and all recommendations:

- **Student-Focused** – includes a comprehensive assessment, then an educational and career plan that identifies a step-by-step pathway for success (education, training, support services, job placement). Most students need skills and services from more than one program; however do not know what is required, what is offered, or how to navigate the systems. In addition to literacy and technical skills, students require 21st century skills: communication, collaboration, creativity and critical thinking and also 'soft skills' as interview skills, personal habits, social skills and effective communication skills beyond basic literacy that allow students to be successful in their careers and lives. A comprehensive assessment, educational and career plans, will provide this information as a roadmap to success.

- **Common data and accountability** – including shared definitions and measurements of success; common outcome data and tracking of student progress and transition. Many students are receiving or are qualified to receive education, training and support services from more than one provider yet there is currently limited sharing of information. AB86 program areas may overlap and, therefore, services provided under each program area must have common assessments, referral processes and student tracking in place in order to move the students between programs and utilize services from multiple sources. For example: learning ESL skills can be difficult if students are under-educated in their native language, and may need basic skills or secondary education in their native language simultaneously or, a student applying to Career Tech or Apprenticeship programs may not have the basic computer, math or literacy foundations needed to be successful, or even enroll in the program. Common outcome data and tracking the progress of the student would place him/her in the correct classes to gain the needed skills and provide on-going data regarding his/her progress toward his/her progress toward successful goal attainment.

- **Collaboration**– a commitment to moving from individual organizations confined to working independently (in silos), to a more integrated approach that works across systems, for community-wide collaboration. Building collaboration and networking for streamlining services, sharing best practices and building relationships among providers takes organizational leadership and institutionalizing new practices in order to be successful.

- **Professional development**– Research supports the importance of a strong comprehensive training and staff development program for staff working with at-risk populations. The plan provides for professional training for faculty and staff in best practices, to ensure active, participatory student-centered learning. In addition, the plan aligns courses, establishes definite benchmarks of success, integrates services and support systems. Embedded and ongoing professional development activities will educate staff on coordinated efforts between educational system and programs that provide at-risk students with essential support.

Napa Valley Regional Consortium has selected three primary AB 86 implementation strategies. Each of the strategies is composed of several approaches that resonated throughout the research conducted and input collected from stakeholders. Professional development is critical; it is not separated as a strategy but is involved and blended in every strategy.

The primary strategies are as follows:

    A. <u>Bridges, Pathways and Transitions</u>
       I. Alignment and Integration of Assessment/Placement
     II. Curriculum Alignment and Articulation
   III. Industry/Sector Specific Pathways, Course Alignment and Articulation
   IV. Strategies for Accelerated Student Progress
    V. Strategic Outreach
   VI. Student-Centered Delivery Systems

    B. <u>Comprehensive Student Support</u>
      I. Individualized Student Educational Plan (SEP) and Student Career Plan (SCP)
    II. Enhanced counseling practices
   III. Community partnerships to support students

    C. <u>Common Data/Accountability Systems and Communications</u>
      I. Data/Accountability and Data Management
    II. Napa Valley Regional Consortium Communications Plan

The four-year plan begins with identifying a common assessment for proper class and program placement, working to align courses and setting benchmarks for success, identifying career pathways between NVAE, NVC and community partners, reviewing best practices and determining a common data collection system. Next steps will include implementation of the model, followed by ongoing evaluation to adjust assessments, courses and programs to improve the AB86 model.

Four Year Plan – Detail

Further research and data analysis is necessary for a meaningful response to address the programs priorities as well as the resources required. The self-directed work teams will continue to meet to further articulate the program needs, priorities and best practices for pilot implementation of programs to address the needs and priorities.

Teams will use a variety of methods to continue this work including examining best practices, visiting other successful programs within their program area or cross-programs to explore opportunities for collaboration and/or integration of services.

Priority A – Bridges, Pathways and Transitions		
I. Common assessment		
Year 1 (2014-15)	Year 2 and Year 3 (2015-16) and (2016-17)	Year 4 (2017-18)
Identify common assessment Investigate and research best practices in common assessment	Create process or system for students from NVC and NVAE to take common assessment to determine placement Based on assessment results create process for student to meet with counselor to develop Student Educational Plan (SEP) or Student Career Plan (SCP) Pilot assessment program to determine placement	Continue to expand and implement assessment program Continue to train faculty and staff in assessment process Determine cut-score validation from test results Adjust placement accordingly Report findings and recommendations
II. Curriculum Alignment and Articulation		
Year 1 (2014-15)	Year 2 and Year 3 (2015-16) and (2016-17)	Year 4 (2017-18)
Review curriculum in courses Align courses to create seamless transitions Evaluate, prioritize course sequences and align as needed.	Evaluate courses from NVC & NVAE Develop Student Learning Outcomes (SLOs) for each course, if needed: • Identify duplication • Identify gaps	Assess courses Continue to make changes in reference to recommendations

Review current assessments for alignment to facilitate student transitions.	Develop assessment SLOs Write additional courses where alignment is needed Determine benchmarks of success to move students through courses between systems Develop & implement tracking and data collection process Develop pilot programs Implement pilot sequence of courses between systems Make needed changes to curriculum based on assessment Report findings and make changes in reference to recommendations Begin common system of data collection and sharing between systems.	
III. Industry/Sector Specific Pathways, Course Alignment and Articulation		
Year 1 (2014-15)	Year 2 and Year 3 (2015-16) and (2016-17)	Year 4 (2017-18)
Review current sector pathways Involve industry and business partners in the development and update of industry sector pathways, including job requirements and skills needed for success	Identify specific career pathways through NVAE, NVC and Community Partnerships Identify gaps in career pathways Create pathways to address gaps Determine academic skill level for each career pathway (e.g. reading and math level) Establish benchmarks for students to transition into advanced career pathway courses (e.g. movement from NVAE Certified Nursing Assistant (CNA) program to NVC nursing program	Evaluate pathways Consider new pathways, if necessary Present final program assessment and recommendations to the Planning Group

	Write outcomes for each pathway	
	Develop an assessment for each pathway	
	Take curriculum and program through articulation process	
	Determine and align pathways for NVAE & NVC	
	Train faculty, staff and community partners in skill level requirements for career pathways	
	Determine and align pathways for NVAE & NVC	
	Implement the model	
	Develop and implement tracking and data collection process	

IV. Accelerated Student Progress

Year 1 (2014-15)	Year 2 and Year 3 (2015-16) and (2016-17)	Year 4 (2017-18)
Identify best practices in accelerated learning	Determine best practices Identify classes and/or programs to implement accelerated model Develop outcomes Identify benchmarks Develop assessment Take courses through college curriculum or NVAE curriculum approval process, if needed Identify benchmarks Train faculty and staff in accelerated learning Train faculty and staff in implementation of the model Implement	Evaluate accelerated programs Present final program assessment and recommendations to the Planning Group

	Develop tracking and data collection process	

Priority B – Comprehensive Student Services		
I. Individualized Student Educational Plan and Student Career Plan		

Year 1 (2014-15)	Year 2 and Year 3 (2015-16) and (2016-17)	Year 4 (2017-18)
Review Best Practices	Review Student Support Services Program (SSSP) requirements for NVC Review any educational or career mandates for NVAE Devise common student ed plan (SEP) and common student career plan (SCP) Take SEP and/or SCP through college and NVAE curriculum approval process, if needed Establish common data collection and practices Train faculty in new SEP and/or SCP and data collection processes	Evaluate current SEP and SCP plans Make changes, if necessary Present final program assessment and recommendations to the Planning Group

II. Enhanced Counseling Practices		

Year 1 (2014-15)	Year 2 and Year 3 (2015-16) and (2016-17)	Year 4 (2017-18)
Review current counseling best practices	Identify best counseling practices Hire and train counselors in best practices for working with at-risk students Train counselor on continuum of educational programs and services between NVC, NVAE and the region on: • SEP	Evaluate current counseling services Pilot changes if necessary Present final program assessment and recommendations to the Planning Group

	• SCP • Career pathways • Apprenticeships • Accelerated learning • NVC & NVAE support systems • Community support • Benchmarks for success • Data collection & tracking systems	

III. Student Community Support

Year 1 (2014-15)	Year 2 and Year 3 (2015-16) and (2016-17)	Year 4 (2017-18)
Review current community support services and identify student needs Review support systems to meet student needs and identify gaps in services Explore the creation of a combined learning/training system	Align community support systems with individual classes and program Develop new community partnerships to address gaps Develop benchmarks of success Train faculty & community partners on how best to support students Create a combined learning/training system	Evaluate current community support services Pilot changes if necessary Present final program assessment and recommendations to the Planning Group Evaluate combined learning/training system`

Priority C – Common Data, Information and Accountability Systems

I.   Data/Assessment and Data Management Systems

Year 1 (2014-15)	Year 2 &Year 3 (2015-16) and (2016-17)	Year 4 (2018)
Review current data systems and capacities Review Best Practices and Data Management Systems. Research the State System currently in development to utilize	Evaluate data tracking and data management systems Based on results, recommend common data and tracking system (e.g. CalPass) Determine types of data to be collected and tracked	Evaluate current plans Pilot changes if necessary Present final program assessment and recommendations to the Planning Group

State data system and determine additional data needs specific to Napa Valley. (e.g. CalPASS)	Determine processes for sharing and using information from data Improve AB86 Program based on data and assessment	

II. Communications, Information and Outreach plans

Identify information and communication needs and strategies. Create outreach and communications plan. Develop a graphic image which identifies all transitional pathways between NVAE and NVC to Career that can be used as a marketing and information tool across all populations (faculty, counselors, community agencies, students) Report findings and recommendations.	Continue to create materials and messaging to communicate to faculty, staff and community partners Develop outcomes for communication plan Continually assess plan to make improvements	Evaluate current plans Modifications and changes if necessary Present final program assessment and recommendations to the Planning Group

Current Funding Levels:

In recent years, funding levels for adult education programs have been substantially reduced, particularly in the K-12 system. Due to maximum flexibility, NVAE experienced a decrease of 30% and loss of all reserves. That amount is magnified by re-focusing priorities to fit those of K-12, in particular, namely a dramatic increase in the use of adult education funds to support K-12 credit recovery.

Member	2007-08	2013-14	$ Change	% Decrease/Inc.
Napa Valley Adult Education	$2,770,504 state	$1,900,000	$870,504	(30%)
	$97,422 Perkins	$20,000 Perkins	$77,422	(79%)
	$266,974 WIA	$340,000 WIA	$73,026	+21%

In order to maintain current capacity in local adult education programs, we are seeking minimal funding of $1.9 million plus an additional $908,204 to begin the process of addressing the gaps and objectives of our Consortium's Plan for a total of <u>$2.8 million.</u>

Strategy	Funding Requested

A. Bridges, Pathways and Transitions
   I. Alignment and Integration of Assessment/Placement
   II. Curriculum Alignment and Articulation
   III. Industry/Sector Specific Pathways, Course Alignment and Articulation
   IV. Strategies for Accelerated Student Progress
   V. Strategic Outreach
   VI. Student-Centered Delivery Systems
	$580,204

B. Comprehensive Student Supports
   I. Individualized Student Educational Plan (SEP) and Student Career Plan (SEC)
   II. Enhanced Counseling Practices
   III. Community partnerships to support students
	$262,000

C. Common Data/Accountability Systems and Communications
   I. Data/Accountability and Data Management
   II. Napa Valley Regional Consortium Communications Plan
	$66,000

Total	**$908,204**

A. ELEMENTARY AND BASIC SKILLS (INCLUDING ADULT SECONDARY EDUCATION/ASE AND GED PREP.)

Napa Valley Adult Education

Napa Valley Adult Education provides basic education (pre-K to 8th grade literacy skills levels) to those who assess at those levels and prepares students to take the GED through their GED preparation program. Napa Valley College and NVAE administer the GED through their Testing and Tutoring Centers. Testing is scheduled on different days of the week for best student access. Napa Valley Adult Education provides an adult High School Diploma program and a Pregnant and Parenting Teen High School program, including preparation for and administration of the California High School Exit Exam, with College and Career Readiness as a major component. Napa Valley College staff visit these programs to inform the students about the college and provide financial aid information and support in completing applications. Napa Valley Adult Education teachers often take students on field trips to Napa Valley College to familiarize them with the campus and services. Students and staff jointly attend job fairs hosted on the Napa Valley College campus. Napa Valley College hosts a yearly 'High School Breakfast' attended by Napa Valley Adult Education counselors, teachers and supervisors. The agenda covers successfully transitioning students to college and information about career pathways.

Napa Valley College

Napa Valley College (NVC) provides math and English assessment to all its newly enrolled students to determine proper course placement. As with the majority of community college throughout the state, over half of the students do not place into college level classes. To meet this need, the college has a robust credit basic skills program in the areas of English and math, and through LRNS classes (at least three levels below college level). The LRNS classes are typically populated with students with disabilities and are taught by instructors with specific experience teaching students with disabilities. These classes have low teacher to student ratios and are equally supported by Instructional Assistants. The majority of the students in LRNS classes are also enrolled in the Disabled Students Programs and Services (DSPS) program and receive accommodations in the academic setting. Basic skill level English as a Second Language (ESL) classes are offered starting four levels below college level. To support the basic skill student, the college offers tutoring through Math and Writing Centers and the Disabled Student Programs and Services (DSPS). Napa Valley College also

provides Adult Basic Skills and ESL classes through their non-credit program on the Upper Valley Campus in St. Helena.

Partner - Napa County Library Literacy Center

Napa County Library Literacy Center provides adult literacy services to help adults achieve literacy skills in basic listening, speaking, reading and writing skills through one-on-one and small group tutoring. The services are volunteer-based instruction with free services personalized to learner goals. Tutors provide over 2,000 hours of volunteer service every year. The program serves adults reading and/or writing at/or below an 8th grade level.

Restorative Literacy - Napa County Library, the Napa County Department of Corrections, the Napa County Probation Department, and Napa Valley Adult Education have partnered to provide High School Equivalency (HSE) prep classes (e.g. GED, etc.) to inmates at the jail, and for probationers at the public library (Napa Main) located in downtown Napa. The Library Literacy Center is coordinating the program and matches inmates with tutors. NVAE provides teacher staff development and assessment services.

Tutor Learner matches occur on-going throughout the year. At any one time there are 75 learner tutor pairs that meet from six months to an average of 1.5 years. Currently they serve: Adult Literacy Services (47) includes 10 adults from Restorative Literacy, English as a Second Language (54) which includes (15) from the Migrant Farm Worker Housing Center, and Family Literacy (22).

These programs are staffed with a qualified Literacy Associate who must have the equivalent of two years of college. (two years of additional qualifying experience working in a literacy program or working with the Hispanic population in an educational setting may be substituted for the required college education). These Literacy Associates are supervised by the Literacy & Volunteer Services Supervisor who must have a four-year college degree with major course work in education, library science or a closely related field. Possession of a Master's degree in library science issued by a college or university or possession of a valid California Teaching Credential is highly desired.

The Library programs have met with great success, understanding that it is a brave act to walk into a library and say "I can't read." Individualized tutoring is very effective. Patrons are matched with tutors and have great flexibility; they can meet anywhere (e.g. coffee shops, the college campus, etc.). A volunteer training program is required for all tutors, and with a great tracking and testing process, the program is well-monitored.

Partner – Napa Valley Community Foundation

NVCF mobilizes resources to inspire giving on important community issues to improve the quality of life for Napa County residents. A public charity and grantmaking foundation, NVCF links donors to project that benefit and serve the public good.

Partner – Department of State Hospitals – Napa Education Center

Napa State Hospital Education Center program serves approximately 160-250 adults per year in Basic Adult Education; 20 adults in the Literacy program, and 10 adults in the GED preparation program. This is a decided gap in services as a larger number of NSH clients could benefit from each of these services.

While the quality of elementary and basic skill adult education programs at Napa Valley Adult Education and Napa Valley College (as well as partner organizations) is excellent, providing services adequate to meet the need is a challenge. Common program barriers include outreach, getting the word out to those who need the services, matching the right strategy with learners, and following up with students to monitor results.

B. CLASSES FOR IMMIGRANTS (ENGLISH AS A SECOND LANGUAGE/ESL, CITIZENSHIP AND WORKFORCE PREPARATION) –

Napa Valley Adult Education and Napa Valley College

NVAE provides five levels of ESL during AM and PM hours on its main campus and multi-level classes at ten off-site locations. ESL students participate in GED/High School Diploma Programs at Napa Valley Adult Education or college credit level and non-credit ESL classes at Napa Valley College. Napa Valley College makes yearly contact with Napa Valley Adult Education to inform instructors and students about classes, programs and support systems available at the college, and how to transition students from adult education into the community college environment. ESL staff and students jointly take field trips to Napa Valley College to familiarize students with the site, services and classes offered at Napa Valley College.

Partner - Napa County Library Literacy Center

A partnership between the Napa County Library, the Napa County Housing Community Development Program and the St. Helena Farm Workers Committee has on-site reading libraries at each of the three Migrant Farm Worker Centers in Northern Napa and weekly ESL classes taught by NVAE staff and small group tutoring for farm workers.

English as a Second Language –weekly ESL classes by the Napa Valley Adult Education staff are provided at the library along with small group classes for limited

English-speaking adults seeking to improve their conversational and literacy skills.

Family Literacy- offers literacy programs to parents of children ages 0-5 years. Parents are given information and resources to help their children succeed in school and gain knowledge of the world through arts, science and language. *Families for Literacy* teach parents how to share reading with their young children, so they can enjoy a lifetime of learning. This program is supported through Friends of the Library, First Five Funding.

Partner – Napa Valley Vintners Association (Early Learning Initiative)

The Early Learning Initiative provides bilingual family literacy, English language development and parent education to the parents of socio-economically disadvantaged children in the Kindergarten readiness program.

Partner - Napa County First Five

Since 2000, First Five Napa County Children and Families Commission has made it possible for more children to access affordable health insurance and needed dental care. More moms get the support they need in nurturing their newborns, and more dads learn how to be better parents to their children.

Napa County First Five's commitment means our local agencies are able to do more of what they do best: provide needed services to our young children and their families. As a strategic funding partner with local non-profit organizations and government agencies, First Five helps grow and sustain innovative programs and services, expanding the capacity of service providers to strengthen our children, our families and our community.

Partner – On the Move Parent University

The goal of Napa Valley Parent University is to provide parents with the tools and knowledge necessary to become more involved in their children's education, at school and in the community. All parenting classes are offered bilingually, in English and Spanish, in the morning and evening. NVAE offers ESL classes for parents. Classes are free. Childcare and childcare training is provided in collaboration with NVAE at no cost during all classes. The organization works hard to eliminate any barriers that might prevent interested parents from participating.

Partner – Puertas Abiertas of Napa

Puertas Abiertas (Open Doors) Community Resource Center works hand in hand with Latinos to inspire and achieve healthy living, self-sufficiency, and opportunities for leadership and community engagement.

Citizenship Legal Services (CLS) workshops provide low cost legal assistance by immigration attorneys, in English and Spanish, to help lawful permanent residents become U.S. citizens. Seniors (60 and above) receive free one-on-one assistance. Plaza Comunitaria is a self-paced adult education program for life and work which

allows participants to advance their education in their native language (Spanish) and to acquire the foundation to learn a second language (English).. ESL classes are offered on a regular basis by NVAE staff.

Partner – American Canyon Family Resource Center

American Canyon Family Resource Center offers classes, programs and services in support of parents being self-sufficient and success in family, education and career. Programs include Information and referral services, parent education classes, care provider workshops, support groups, family-friendly activities, community events and resource fairs, Access to health and social service programs, one-on-one support services, and family literacy classes. In addition, the Sparkpoint program offers assistance with job search. The Executive Director serves on the NVAE Advisory Council.

Partner – Department of State Hospitals – Napa Education Center

Napa State Hospital Education Center program has approximately 45 adults enrolled in ESL programs, although a larger number of clients could benefit from services. This is a large gap in services.

Partner - St Helena/Calistoga Family Resource Center

The Family Resource Center provides programs and services directed at the health, well-being, education and financial self-sufficiency of families in Upper Napa Valley, particularly immigrant families.

Partner – Community Resources for Children (CRC) – CRC partners with NVAE to provide a summer kindergarten readiness program at NVUSD for incoming kindergarten children who have had no previous pre-school experience.

Partner – Napa Valley Community Foundation - The foundation participates with NVAE in providing citizenship classes to immigrant families as part of its naturalization project in the Napa Valley.

Partner – Migrant Education Program

This service partners with NVAE to provide funding for kindergarten readiness and specialized technology courses.

Partner - Napa County Grape Growers

NCCG participates in workplace-focused classes offered by NVAE and NVC. It makes student referrals to both institutions.

Partner – St. Helena Unified School District and Calistoga Joint Unified School District

These areas are underserved or facilities are under-utilized. Calistoga has requested ESL classes through the Consortium.

Given the size of the potential population needing immigrant services, the program impact is not adequate to meet the need. This is a gap. There is "a lot to do" with a need for more outreach to migrant and seasonal farmworkers and their dependents, and finding clients through various agencies, vineyards and county events. This is especially the case in areas that do not have classes or services like some "Upper Valley" sites. To improve the adequacy of program levels, local agencies are reaching out to vineyard managers for referrals to education and job search for their migrant and seasonal farmworkers.

C. PROGRAMS FOR ADULTS WITH DISABILITIES

Napa Valley College
The Disabled Students Program and Services (DSPS) program through Napa Valley College provides academic accommodations to students with disabilities. Students enroll through an intake process that verifies their disability, establishes functional limitations, develops individualized Student Educational Contracts (SEC) and identifies and provides accommodations in the academic setting. The program serves over 900 students yearly, and is free.

In addition, DSPS provides testing for learning disabilities through the Learning Services department at the college. Learning Disabilities Specialists test and qualify students to receive accommodations for learning disabilities. Support for the use of alternate media as text to speech, speech to text, etc. is provided through DSPS High Tech Lab.

Annually, Napa Valley College hosts a Transitions Day for at-risk students with disabilities to learn about Napa Valley College and how to enroll. Napa Valley Adult Education students participate. The Dean of Library and Learning Resources is a Learning Disabilities Specialist who oversees disabled student programs, provides workshops on the enrollment process and services at Napa Valley College. She also visits special education classrooms each spring at K-12 schools.

Napa Valley Adult Education has a part-time teacher from NVUSD with Special Education credentials who provides support to students with IEPs.

Partner – Moving Forward Towards Independence
Moving Forward Towards Independence offers Job Readiness, along with Transitional and Community Living Programs to adults with disabilities. Several clients take classes at Napa Valley College. Moving Forward program utilizes the resources of Department

of Rehabilitation and Napa Valley Support Services. Clients receive North Bay Regional Center Support, and many qualify for Social Security Benefits.

Moving Forward programs are staffed with highly qualified individuals who have experience working with the learning disabled, intellectually disabled and Asperger's population. Case managers are hired with at least a Bachelor's Degree and many of their staff have Master's degrees. There are seven case managers, a clinical coordinator, four directors and several support staff since they provide 24/7 supervision. There is also a job specialist, art and music teachers and specialists are brought in to cover a variety of subjects including personal safety, workplace safety, healthy living, etc.

Moving Forward has a comprehensive job readiness program including offering special classes, resume development, job seeking skills, and job coaching support. The program drives clients to interviews and ensures they have the right clothing/outfit for their job. Clients take classes at the college including computer classes, learning skills, and classes in movement, early childhood education and general education classes.

Partner – Department of State Hospitals – Napa Education Center

Napa State Hospital Education Center program serves younger adults, under 22 years of age, in Special Education classes with a varying number of students served. The program requires special education, academic instructors and credentialed vocational instructors. Napa State Hospital also oversees the Newstart and Choices programs designed to assist inmates to develop coping, recovery and transition skills. NSH faculty work to enroll appropriate inmates in a sequence of classes to explore their strengths and develop strategies to cope with difficulties.

Partner – Napa Valley Veteran's Home

Napa Valley College and Napa Valley Adult Education both offer courses to veterans residing at the Veteran's Home in Yountville.

Partner – Products Services and Industries (PSI)

Napa Valley PSI programs include work services and Job Placement Services which provide rehabilitation, habilitation, training, work readiness, and job placement opportunities for individuals with disabilities. Program participants must be 18 years of age and have a documented disability.

Partner – Napa Valley Support Services

Napa Valley Support Services provides services to adults with developmental disabilities. They currently provide services to more than 375 individuals with disabilities annually.

Both the Consortium's Members Planning Group and the Work Groups do not believe a significant portion of the potential population of students with disabilities is being reached. One

of the concerns is addressing the needs of students who graduate from high school with learning and other types of disabilities. With 1500-1600 students graduating out of high schools from Napa Unified (Two High Schools), and 10-12% of those students disabled with Individualized Education Plans (IEPs), it's imperative that there is a clear and structured pathway into higher education and/or career training. Members of the Work Groups found this wasn't the case and is a priority need. In addition, there is a great need for higher education at Napa State Hospital: there is little collaboration or support between the hospital and NVC or NVAE since the economic downturn forced closure of classes at NSH.

Napa Valley College serves students with disabilities through the Disabled Students Programs and Services (DSPS) In order to enroll and receive services, students need to go through the intake process to establish educational limitations and accommodations. Many students graduating from high school and enrolled in adult education classes are not aware of this process or of services they could be provided. Equally, many of the adult education staff and counselors are not educated about the DSPS program and basic skills classes at the college.

D. SHORT-TERM CAREER TECHNICAL EDUCATION (CTE) PROGRAMS WITH HIGH EMPLOYMENT POTENTIAL

Napa Valley College and **NVUSD K-12** work together to develop career pathways, articulation agreements and dual enrollments in health, hospitality, business and other career areas. Inclusion of Napa Valley Adult Education in these articulation agreements, etc. will be part of our plan. The Napa Valley College Dean of Workforce Education and the Napa Valley Adult Education CTE Supervisor serve on the Napa County Office of Education CTE Advisory Board. Instructors from Napa Valley College are members of the Napa Valley Adult Education Medical/ Nursing Advisory committee and provide valuable feedback for program development and improvement. Napa Valley Adult Education provides short-term Certified Nursing Assistant, Pharmacy Tech, EKG Tech, Medical Billing and Coding, Home Health Aide, Phlebotomy, and Physical Therapy Aide training. Students often obtain entry-level jobs that allow them to work while waiting to enter the RN or advanced medical programs at Napa Valley College.

Napa Valley College offers some short term career technical certificate programs, coursework leading to certification granted by outside agencies, as well as longer course of study CTE certificate programs. These longer courses of study include:

Basic Police Academy
Bookkeeping
Child and Family Studies
Digital Design Graphics Technology
Emergency Medical Technician

Hospitality & Tourism Management
Human Services
Licensed Vocation Nursing
Machine Tool Technology
Management Information Systems
Microcomputer Application Specialist
Napa Valley Cooking School
Office Assistant Studies
Psychiatric Technician
Public Safety Dispatch
Viticulture & Winery Technology – Viticulture
Viticulture & Winery Technology – Wine Marketing & Sales
Welding Technology

Historically, Napa Valley College and Napa Valley Adult Education have collaborated on such grant-funded projects as training Psychiatric Technicians for Napa State Hospital (Napa Valley College provided technical certificate training and Napa Valley Adult Education provided basic skills and English language development) utilizing funds from the Workforce Investment Board (WIB). The Federal Workforce Investment Act utilizes a WIB Payment Point System which shows the number of students who have attained certain educational benchmarks as determined by the Federal Office of Vocational and Adult Education. (See page 53 of the plan for details of 2009-2013 Payment Point Summary). During the years of 2008-2011, Tech Prep funds through Napa Valley College and matching funds from Napa Valley Adult Education and other organizations were used to jointly produce an *Occupational Outlook Guide to Northbay Counties*, a catalog that provided information on all career technical training opportunities available in Napa County at the college, adult education and ROP. The guide targeted high employment potential career paths based on Labor Market Information, and included pre-requisites and salary information.

Napa Valley Adult Education population is within the lower socio-economic and lower educational level. Students returning to school, teen parents, and/or Second Language learners are often referrals from Workforce Napa. Data has been tracked on classes of 20 hours or more (500-1000 students per year in CTE) via the federally funded Carl Perkins Grant, and results indicate that basic skills, math & writing are a challenge for most CTE students. These basic skills will be embedded into the CTE programs, in order to meet the needs and respond to feedback requests from employers. NVAE plans to change graduation requirements to include 5 units of Career Readiness and skill building.

Future plans include working within the framework of the Napa-Lake County Workforce Investment Board's Strategic Plan as it implements the requirements of the Workforce Innovation and Opportunity Act to develop systematic career pathways in high demand industries based on sector research.

The WIB is providing leadership and support for collaboration among the North Bay Apprenticeship Coordinator's Association (NBACA) and local educational providers to establish a multi-craft core curriculum to provide high school and adult students an exposure to the basic understanding of career opportunities and required skills needed for middle-skilled trades in high demand industries. The Napa Education and Training Collaborative, a sub-committee of the WIB, has been established to provide leadership and support for bringing together the educational providers to ensure bringing various initiatives (career pathways, stackable certifications, sector strategies) together to meet workforce training needs in high-demand industries.

Partner – The Learning Oasis
The Learning Oasis provides career resources, education and guidance, offering career technical education, particularly in healthcare as well as leadership, management and entrepreneurial training classes.

Partner – Queen of the Valley Medical Center
Working with the Department of Rehabilitation, Queen of the Valley Medical Center offers classes and program services to support clients to be employable, and successful on the job.

Partner – Department of Rehabilitation
The Department of Rehabilitation is an employment and independent living resource for people with disabilities. The Napa County Department works closely with WorkForce Napa and other community agencies to provide full spectrum services for education and career training.

Partner – WorkForce Napa
Napa County Health and Human Services, Self Sufficiency Services Division, WorkForce Napa provides three separate programs: Welfare to Work, Workforce Investment Act, and Career Center. Families on CalWorks with a Welfare to Work requirement have 350 individuals who are currently being served. Workforce Investment Act currently serves 125 dislocated workers, adults needing training, youth and low income people. Employment Services Workers provide case management and career counseling within the parameters of federal/state regulations in CalWorks/Welfare to Work and Workforce Investment Act programs.

The Strategic Plan of our local WIB indicates a shortage of apprenticeship opportunities, a need to build strong pre-apprenticeship programs, stackable certifications and career pathway educational continuum, including wrap-around services to meet the skill needs of high-demand industries.

Napa Valley Adult Education currently operates an Electrical Apprenticeship Program certified by the Napa-Solano Joint Electrical Apprenticeship Committee.

Napa Valley College has an apprenticeship program in Psych Tech. It is in conjunction with Napa State Hospital and the Joint Apprenticeship Committee of the State of California. Napa Valley Cooking School, located at the Upper Valley campus in St. Helena, has externships which are required for graduation. These are 500 hours. It is up to the student to find these sites, but they have mentorship and advice from the Chefs and visiting Chefs. They are not limited to the region or USA. It is very possible for the student to secure an externship abroad.
http://www.napavalleycookingschool.org/student-life-externships.php

Partner – National Electrical Contractors Association
National Electrical Contractors Association provides a 5-year electrical apprenticeship program, serving 65 students annually. The program instructor has a teaching credential and works with assistant instructors who receive training from the national training institute.

Partner – Northern California Career Pathways Trust Fund
Schools in the North Bay received a one-time $22.2 million dollar allotment created through education legislation in July 2013 to boost programs that provide career and technical education aligned with workforce needs of regional employers. About $15 million will support a six-county effort to create and enhance linked "pathway" programs between North Bay elementary and high schools, community colleges, four-year universities and employers.

Partner – Napa Education and Training Consortium
The Consortium began as an initiative of the Napa-Lake Workforce Investment Board which envisioned such a collaborative effort as an important tool "to better meet the workforce needs of our employers." In 2014, the Consortium began working together on two sector strategy initiatives: one for the Healthcare industry and one for the Wine, Hospitality & Tourism industry cluster. Roundtable discussions are held with industry to "listen" to and engage with employers.

Apprenticeship programs and job shadowing or on-the-job training opportunities are currently seriously inadequate to meet the need. That said, the Workforce Investment Board with the North Bay Apprenticeship Association, is currently working to establish a multi-craft core curriculum at the high school and in the adult education community. The "M-3 curriculum" known as "The Multi-craft Core Curriculum," focuses on giving students the skills they need in reading, writing and math in order to enter into the skilled trades. Students completing the Multi-craft Core Curriculum will receive industry-recognized credentials which hold value in the labor market.

Analysis: Table 1.1A and 1.1B; Table 1.2 - Attached as excel documents.

The following outlines the demographic, economic, educational and job/occupational profiles for Napa Valley.

DEMOGRAPHIC PROFILE –

As of January 1, 2010, Napa County was home to almost 139,000 people and 54,348 households, according to California Department of Finance estimates. Between 1990 and 2010, the county's population increased by 25% from 111,017 to 138,917 with an annual average growth rate of approximately 1.3%. According to the latest census, 37.6% of Napa residents are Latino, the same as California as a whole, however this figure is deceptively low due to the large number of undocumented workers. The actual figure is closer to 45%. NVUSD statistics reveal that 45% of incoming kindergarteners in 2013 were English Language Learners compared to 48% in 2011-2012. The vast majority of these children were born in the United States, a new trend signaling the recent slowdown of immigration across the US/Mexico border. Thirty Seven percent of Napa residents speak a language other than English at home (primarily Spanish). In 2010, 9,846 families in NVUSD identified themselves as Caucasian and 5,390 as Hispanic; by 2013 those numbers had reversed themselves to 8,745 Hispanic and 6,056 Caucasian. The community anticipates a continuation of the trend of more and more Napa residents identifying themselves as Latino. Based on these numbers, Napa Valley College was designated as a Hispanic Serving Institution.

Napa Valley is one of the world's premier wine producing regions, with more than 300 wineries and 43,000 acres of vineyards. The major industries in the Napa Valley are wine growing; wine production and related tourism. In 2012 almost 3 million tourists visited the valley and spent $14 billion in the county.

Napa Valley lies at the north east tip of San Francisco Bay and covers an area of 748 square miles; a narrow valley 30 miles long and bounded by the Mayacamas Range to the west and the Vaca Range to the east. The population of Napa County in 2013 was 139,045, with four significant towns in Napa Valley – Napa, with a population of 78,000; American Canyon to the south, population 20,000; St Helena to the north, population 5,900; and Calistoga, the farthest north, population of 5,300. The remaining residents live in smaller towns or unincorporated parts of the county.

PROFILE OF MAJOR ADULT EDUCATION PROVIDERS

Napa Valley College campus sits on a 160-acre site overlooking the Napa River in the heart of Napa Valley's wine producing region. The campus is also home to the Napa Valley Vintners' Teaching Winery. Located just south of downtown Napa, the campus offers outstanding facilities. The Napa Valley College Child Development Center is an integral part of the campus community. It serves 125 children ranging in age from 2 months to 5 years 7 months or kindergarten entry. The center serves as a Lab School for college students pursuing careers in Child and Family Studies and Health Occupations. Napa College has an excellent gym, weight-training facility and Olympic-sized swimming pool as well as a community garden which provides fresh produce to area restaurants. Off-campus services locations include the Upper Valley Campus in St. Helena, home to the Napa Valley Cooking School, and the Small Business Development Center on campus. A Community Education Center near Napa High School is used for non-credit classes. Classes are also offered in dedicated classrooms at the new American Canyon High School. Napa Valley College also presents a variety of classes at off-campus locations throughout Napa County.

Napa Valley Adult Education's main campus is located at 1600 Lincoln Avenue in the town of Napa with 35 satellite sites throughout the community. Napa Valley Adult Education currently offers instruction in four areas: Adult Basic Education (ABE), Adult Secondary Education (ASE), Career Technical Education (CTE), English as a Second Language (ESL), and Community Interest/Older Adults (fee-based programs). Due to adult education being placed in the "maximum flexibility" category in 2009-10, Napa Valley Adult Education began charging an annual registration fee of $50.00 in the ESL, and $35 in ABE and ASE programs. A waiver of fees exists for the truly needy. Due to recent budget cuts, Older Adults classes must now fully support themselves through fees. NVAE also provides childcare/babysitting for ESL students and runs an infant/toddler center funded by CalSAFE for teen parents. NVAE operates before/after school childcare centers at five elementary school sites and provides Credit Recovery courses to 1,000 NVUSD High School students utilizing Apex Digital Curriculum.

In 2012-13, 48% of Napa Valley Adult Education students had no high school diploma (vs. 21% of Napa residents), 4% had a bachelor's degree (vs. 26% in Napa), and 2% had a graduate degree (vs. 8% in Napa). These figures are influenced by the ESL and ASE programs, the students of which often have minimal education. Students in the Older Adults program, on the other hand, often have considerable education.

Napa Valley College collects data each year as mandated by the National Center for Education Statistics. A yearly report is written and submitted to the Integrated Postsecondary Education Data System (IPEDS) reflecting data for degrees and certificates awarded and proportion of awards claimed by gender and racial/ethnic groups. This data is used to analyze and make improvements in classes, programs and college systems to increase the student success

rates.   Between the years of 2007-2008 and 2012-2013, there were notable changes. Specifically, over the past six years there has been an increase in the proportion of degrees and certificates awarded to Hispanic students (from 20.3% in 2007-2008 to 32.3% in 2012-2013). Due to the increase in the number of Hispanic students attending NVC, the college was designated as a Hispanic Serving Institution. In fact, NVC was awarded a HSI-STEM grant to support Hispanic students going into the fields of science, technology, engineering and math. The proportion of degrees and certificates claimed by white students decreased by 10.6% from 43.2% in 2007-2008 to 32.6% in 2012-2013. The report shows that the proportion of degrees and certificates claimed by all other groups has been relatively stable.

The report also shows recent trends in the numbers of degrees and certificates awarded. During the six-year period that data was examined, the numbers of degrees awarded decreased by 14.8%, while the number of certificates increased by 10.2%. Women claimed a larger proportion of certificates compared to their representation in the population (68.1% vs. 54.5%, a 13.7% difference). Among racial/ethnic groups, Asians, Pacific Islanders claimed the largest proportion of degrees, 22.0% vs. 13.7% than their representation within the credit-student population would suggest, while the proportion claimed by all other groups remained consistent (IPEDS Completion Report 2013).

All community colleges receive a Student Success Scorecard by the Chancellor's Office of Community Colleges. The scorecard tracks the percentage of students for a six-year period who started in 2007-2008 below transfer level in English, math and/or ESL and completed a college level course in the same discipline. The 2014 Scorecard shows that 35.9% completed in math, 42.7% in English and 22.0% in ESL. The Scorecard also measures persistence. This is the percentage of degrees, certificates, and /or transfer-seeking students starting for the first time in 2007-2008 and tracked for six years through 2012-13 who enrolled in the first three consecutive terms. 74.5% were college prepared, 67.2% were unprepared for college. The overall score is 69.4%. Completion is another set of data reported on the state Scorecard. These numbers reflect the percent of degree, certificate and or transfer-seeking students who started in 2007-2008 and were tracked for six years through 2012-2013 and completed a degree, certificate or transfer-level outcomes. Of these numbers, 70.8% were college prepared, 42.2% were unprepared for college. Overall the score was 51.0%. And, lastly, in the area of Career Technical Education, 66.7% of students completed more than eight units in courses classified as technical education in a single discipline and completed a degree, certificate or transferred.

Outcome Data for Federally – Funded Programs at NVAE

The academic program areas (English as a Second Language (ESL), Adult Basic Education (ABE) and Adult Secondary Education (ASE)) that receive federal funding through the Workforce Investment Act submit an annual "Payment Points by Program" report to CDE. Payment Points show the number of students who have attained certain educational

benchmarks as determined by the Federal Office of Vocational and Adult Education. The report shows the number of students in these programs who make "significant gains" on the state-mandated CASAS tests (according to state criteria), who make benchmarks in citizenship preparation, who pass additional assessments in the English Language Civics program, and who receive a high school diploma or GED. The results of the report can then be compared with state-wide goals.

ABE & ASE Education Gains by Level vs State Targets 2009-2013
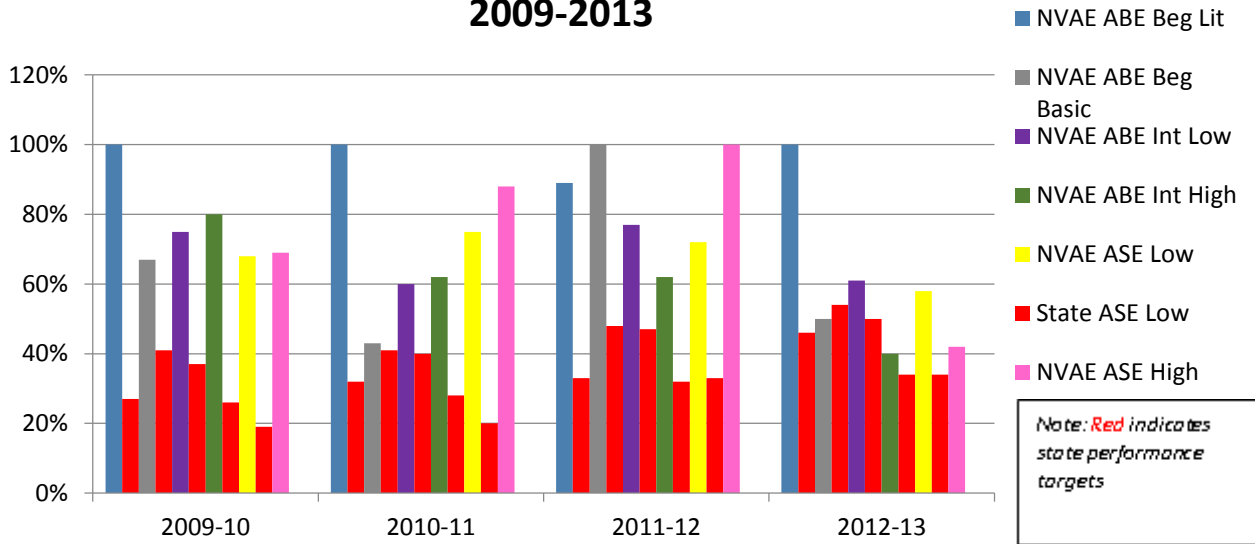
The table above compares the educational gains in NVAE's ABE & ASE programs to the California state target gains as measured by the CASAS test. Over the past 4 years, NVAE exceeded state targets in all but one area.

ESL Education Gain by Level vs State Targets 2009-2013
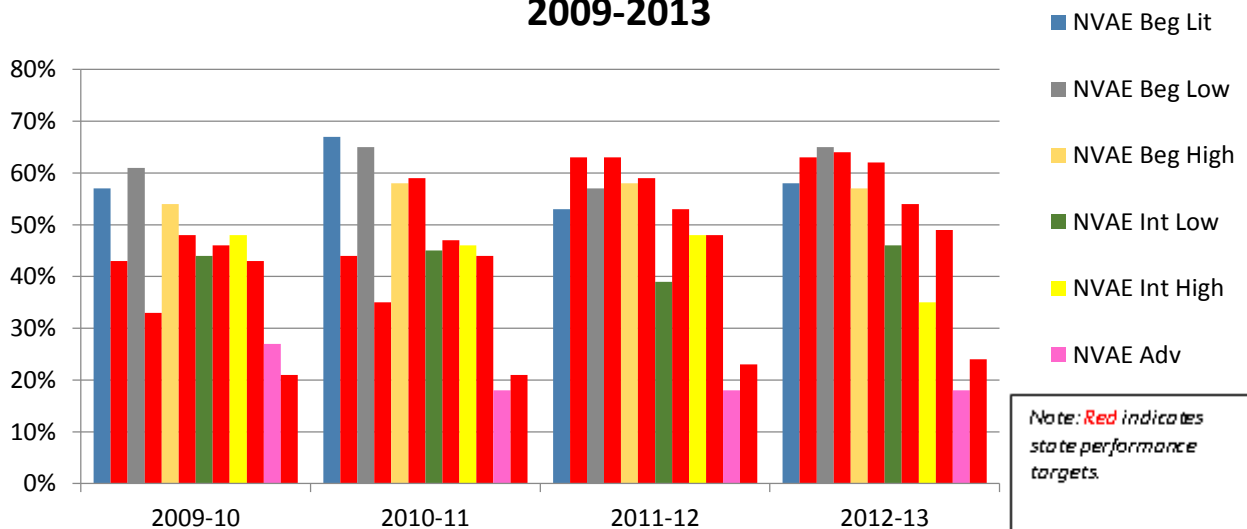
In ESL, the table above reveals the state goals have risen significantly each year, making them increasingly difficult to achieve, especially with a transient agricultural worker population whose attendance patterns are erratic due to the demands of their work. The lower levels of ESL approach or exceed state targets, but the Intermediate and Advanced levels have fallen behind. The department researched this trend, and found that students, primarily Mexican agricultural workers who have very low educational and literacy rates, have trouble making the leap to more academic English at the Intermediate level. To address this, we have instituted ESL PLCs focused on increasing students' exposure to and use of academic language.

FEDERAL WORKFORCE INVESTMENT ACT (WIA) PAYMENT POINT SUMMARY 2009-2013

Year	Payment Points (PP)	# of Students	Average # of PPs per student
2009-10	2288	1650	1.4
2010-11	1897	1790	1.05
2011-12	1691	1239	1.4
2012-13	2031	1309	1.6

The WIA Payment Point Summary above demonstrates how both the number of students and the Payment Points received have fluctuated over the past four years. The average number of Payment Points per student, however, has not changed greatly over the same period, reaching a high in 2012-13 of 1.6.

Outcomes for Non Federally-funded programs at NVAE

Outcomes in programs that are not federally funded come from data collection via the TOPSPro system and/or specific data gathered by the program, including diplomas and certificates issued, performance on competency checklists, and numbers of course repeaters.

Student Achievement by Program for the four previous years is reported below, drawn from the "Learner Outcomes" section of the TOPSPro Update Record. This information is self-reported by students and teachers. This leads to somewhat uneven reporting across programs. NVAE is taking steps this year to improve data collection and reporting skills by teachers, through more through training and more rigorous accountability.

ABE Student Outcomes

Outcome	09-10	10-11	11-12	12-13
Progressed within level or completed level	68%	57%	90%	100%
Met personal or family-related goal	59%	93%	98%	100%

Increased involvement in community activities or community-related result	16%	37%	23%	62%
Mastered course competencies	25%	32%	29%	46%
Gained computers/technical skills	n/a	40%	19%	63%
Acquired workforce readiness skills	n/a	54%	60%	69%

In the ABE area, there has been a steady increase in student outcomes, over the past 4 years. The 46% for "mastered course competencies" reflects the fact that students do not persist in their ABE classes, largely due to personal, work, and academic barriers. A significant number of students have learning disabilities that, at present, are not adequately diagnosed and accommodated, due to limitations in staff training. This is an area that will be addressed in the AB86 plan. Rather than "dropping out", students tend to "stop out" (attend for 3-4 months and leave the program, to return at a later date and resume their studies). This "stop out" pattern and its repercussions will be a focus of county-wide action, as it afflicts most agencies.

ASE Student Outcomes

Outcome	09-10	10-11	11-12	12-13
Progressed within level or completed level	87%	93%	89%	100%
Met personal goal	70%	84%	91%	56%
Got a GED or HSD	n/a	60%	59%	37%

The ASE program keeps track of its students' progress by documenting the numbers of high school diplomas earned, GED pass rates and CAHSEE pass rates. In 2011-12, of the 435 students working towards their high school diploma or GED, 122 received their diploma and 82 gained a GED. CAHSEE pass rates were 50% for English and 63% for Math. Note that these CAHSEE numbers may seem low as the adult school graduation rates are based on the total number of students enrolled in the program in an academic year and the total number of graduates in an academic year. The ASE program differs from a traditional high school in that the students can enroll at any time during the school year. As for ABE above, student persistence in the course is an issue that needs to be addressed county-wide.

ESL Student Outcomes

Outcome	09-10	10-11	11-12	12-13
Progressed within level or completed level	70%	77%	75%	79%
Got/retained a job	22%	40%	44%	37%
Acquired workforce skills or other work-related result	52%	69%	65%	56%
Met personal goal	64%	100%	100%	100%
Gained computer/technical skills	n/a	58%	53%	46%
Increased involvement in children's education	n/a	76%	84%	69%

The "Got a job" figures pertain to getting a job that requires the use of English within the program year. While many ESL students work in the vineyards, landscaping, etc., they use Spanish on

the job. This, together with the fact that most ESL students at NVAE have minimal English proficiency when they start classes, explains why this particular figure is low. This figure also reflects the difficulty in collecting accurate data from a highly transient, undocumented, group. A new system of tri-annual surveys of student outcomes was put in place in 2011-2012 in order to improve reporting, especially in the "Get a Job/Retain a Job" area. Student persistence remains an issue in the ESL program, as students enter and leave employment continuously.

CTE Student Outcomes

Note that students may remain in the program longer than one year. Thus, these figures do not clearly reflect the achievements of individuals in the program over a one-year period.

Year	09-10	10-11	11-12	12-13
Progressed within level or completed level	90%	91%	84%	80%
Acquired workforce skills or other work-related result	88%	91%	86%	72%
Met personal goal	73%	84%	77%	85%
Mastered course competencies	63%	73%	53%	49%
Gained computer skills	83%	80%	55%	57%

CTE student outcomes show a decrease in attainment in 4 of the 5 indicators. This is due to uneven data collection by teachers, and the offering of several new courses with different professional partnerships in the recent past.

CTE Certificate Completers

CTE; Business Applications

Year	09-10	10-11	11-12	12-13
Business Office Training	115%	180%*	100%	160%*
MS Office Training	100%	185%*	120%*	120%*
Bookkeeping and Automated Accounting	190%*	120%	78%	70%

*Note that students may complete more than 1 certificate course in the above business career programs.

CTE: Electrical Apprenticeship Program (after 100 hours of instruction)

Year	09-10	10-11	11-12	12-13
Total Certificates Gained	87%	80%	93%	98%

CTE: Certified Nursing Assistant Program (after 100 hours of instruction)

Year	09-10	10-11	11-12	12-13
Total Certificates Gained	92%	93%	97%	85%

Outcomes in the specific certificate programs show a somewhat more positive trajectory, with the great majority of students earning completion certificates in their course of study. In the CTE program, a major barrier to success is the low entry skills (both academic and vocational) of new students, as well as limited English proficiency and learning disability challenges. These issues go to the heart of the gaps in adult education programs in the Napa Valley and will be addressed in the AB 86 Plan.

In summary, the outcome data for NVAE demonstrates the following issues/gaps that the regional plan will address:

- Poor learner persistence/retention
- Low-level entry skills to ASE and CTE programs
- Low literacy rates and a lack of academic literacy in particular
- Family and work barriers that negatively influence completion rates
- A significant number of students with unaddressed learning disabilities
- Lack of an effective tool to track and document student outcomes, and limited teacher implementation of existing accountability tools

Napa Valley College Outcomes

Napa Valley College's Student Success Scorecard in 2012-13 revealed a student population of 8,996 students, of which 5,419 were full-time equivalent.

The 2012-13 Course Participation chart (located on pages 56-57 of the plan) notes that 3064 students enrolled in basic skills classes at Napa Valley College, of which 282.12 are full-time equivalent (FTE).   With such a significant number of the student population enrolled in basic skills courses, the college addresses the challenges of the basic skills student as a college wide focus.   Matters and decisions regarding the basic skills structure at the college are supported by the college's Academic Senate Basic Skills Initiative Committee (BSI). The BSI committee's purpose is to provide institutional direction to integrate validated effective practices for underprepared students to succeed at college level learning. The committee is responsible for developing and accessing a yearly basic skills plan reflecting the state's Basic Skills Initiative to improve student access and success. The state plan encompasses five strategic goals areas: 1) college awareness and access, 2) student success and readiness, 3) partnerships for economic and workforce development, 4) system effectiveness and 5) resource development. As was mentioned previously, the Student Success scorecard tracks the percentage of students for a six-year period who started in 2007-2008 below transfer level in English, math and/or ESL and completed a college level course in the same discipline.

The 2014 Scorecard below shows that 35.9% completed in math, 42.7% in English and 22.0% in ESL. In addition to the Scorecard, Napa Valley College tracks the success of basic skills students through the state level Basic Skills Cohort tracking tool, Datamart. This database of all basic skills classes in community colleges throughout the state allows NVC to use quantitative results in determining the success of efforts to improve the completion and persistence rates of basic skill students. Targeted efforts to address the needs have included learning communities, redesigned algebra classes, certified tutor training, professional development for teaching to basic skills students and implementation of the Student Success Center Model.

Napa Valley College

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MOMENTUM POINTS			COMPLETION OUTCOMES	
PROFILE	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

Remedial

Click here to view trend data

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

MATH — 35.9%

Gender	%
FEMALE	38.2
MALE	32.0

Age	%
UNDER 20	39.5
20-24	32.8
25-39	34.9
40 OR OVER	24.6

Ethnicity/Race	%
AFRICAN AMERICAN	26.4
AMERICAN INDIAN/ ALASKA NATIVE	16.7*
ASIAN	43.8
FILIPINO	34.3
HISPANIC	39.6
PACIFIC ISLANDER	23.1
WHITE	33.8

ENGLISH — 42.7%

Gender	%
FEMALE	44.8
MALE	40.3

Age	%
UNDER 20	53.5
20-24	35.7
25-39	28.8
40 OR OVER	18.8

Ethnicity/Race	%
AFRICAN AMERICAN	41.5
AMERICAN INDIAN/ ALASKA NATIVE	0.0*
ASIAN	37.5
FILIPINO	44.8
HISPANIC	47.4
PACIFIC ISLANDER	75.0*
WHITE	32.8

ESL — 22.0%

Gender	%
FEMALE	26.6
MALE	17.9

Age	%
UNDER 20	46.7
20-24	23.8
25-39	11.8
40 OR OVER	9.5

Ethnicity/Race	%
AFRICAN AMERICAN	N/A
AMERICAN INDIAN/ ALASKA NATIVE	N/A
ASIAN	0.0*
FILIPINO	20.0*
HISPANIC	22.8
PACIFIC ISLANDER	0.0*
WHITE	N/A

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

Napa Valley College Course participation –

	2012-2013	
	Enroll-ment	FTES
Adult Basic Education: Elementary and Secondary Basic Skills including classes required for a high school diploma or high school equivalency certificate	**3,064**	**282.16**
Credit - Not Degree Applicable	**2,949**	**281.7**
English	916	62.19
Mathematics, General	1,914	210.25
Reading	55	4.63
Study Skills	64	4.63
Noncredit	**115**	**0.46**
Secondary Education (Grades 9-12) and G.E.D.-	115	0.46
Classes for Immigrants: Citizenship, ESL and Workforce preparation in Basic Skills	**586**	**49.03**
Credit - Not Degree Applicable	**223**	**25.27**
English as a Second Language – Integrated skills	--	
English as a Second Language - Listening and Speaking	--	
English as a Second Language - Reading	66	4.53
English as a Second Language - Writing	157	20.74
Noncredit	**363**	**23.76**
Citizenship / ESL Civics	--	--
English as a Second Language - Writing	363	23.76
Programs for Adults with Disabilities	**1,054**	
Credit - Not Degree Applicable	**144**	**2.03**
Learning Skills, Learning Disabled	144	2.03
Noncredit	**910**	**110.34**
Learning Skills, Handicapped	728	36.3
Living Skills, Handicapped	182	74.04
Programs for Apprenticeships	**52**	**1.92**
Credit - Degree Applicable	**52**	**1.92**
Psychiatric Technician	--	

Respiratory Care/Therapy	52	1.92
Short-term Career Technical Education Programs	**184**	**3.27**
Noncredit	**184**	**3.27**
Administration of Justice	--	
Computer Information Systems	--	
Family and Consumer Sciences, General	--	
Marketing and Distribution	--	
Medical Laboratory Technology	184	3.27

Discussion of NVC's Outcomes

Examining three indicators: degree and certificates, the completion rate for students unprepared for college, and successful course completion rates provides outcome data evaluating how basic skills students are doing at NVC.

Degree and Certificate Recipients (top)

INDICATORS	Baseline	Performance			Evaluation		
	2010-2011	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Degrees	627	565	517	600	▽ -9.9%	▽ -8.5%	△ 16.1%
Degree Recipients	463	450	447	496	▽ -2.8%	═ -0.7%	△ 11.0%
Certificates	276	225	218	212	▽ -18.5%	▽ -3.1%	▽ -2.8%
Certificate Recipients	273	222	217	209	▽ -18.7%	▽ -2.3%	▽ -3.7%
Basic Skills Student Count	100	135	163	201	△ 35.0%	△ 20.7%	△ 23.3%

The Degree and Certificate Recipients chart above shows that of 664 degrees awarded at NVC in 2012-13 (447 + 218), only 163 of those students earning degrees started in basic skills courses.
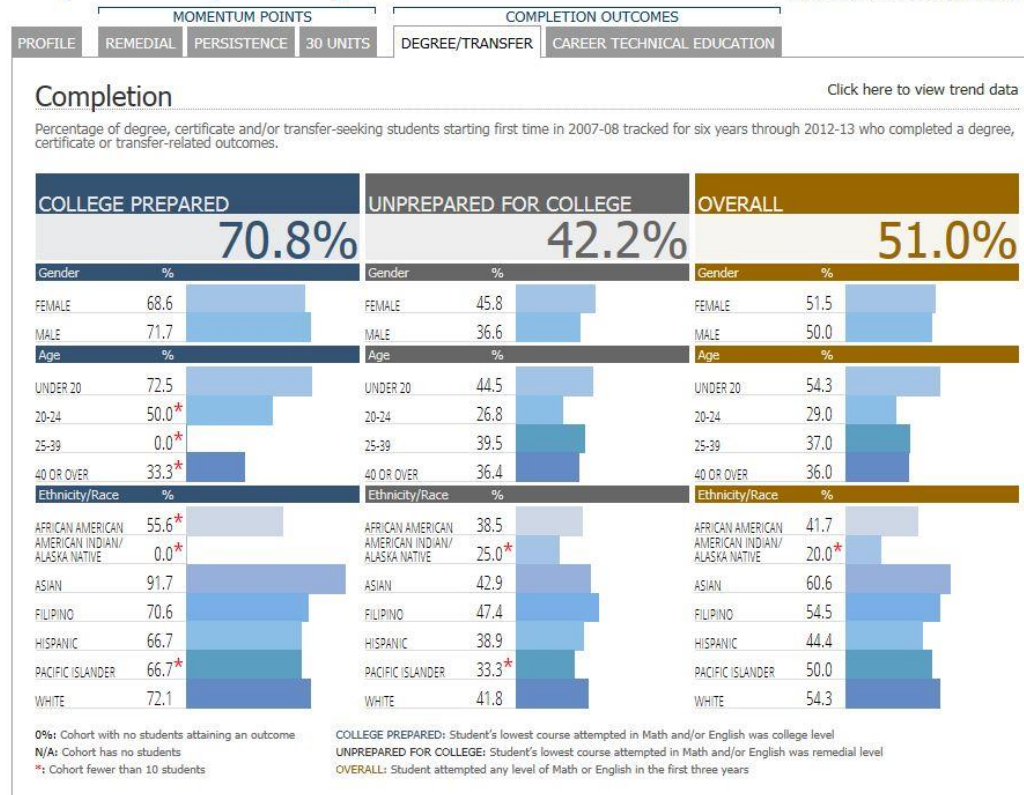
Additionally, when the Student Scorecard (page 59 of the plan) is examined, the completion rate for students unprepared for college is 42.2%, while those coming in at college level have a completion rate of 70.8%.

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Napa Valley College

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	MOMENTUM POINTS			COMPLETION OUTCOMES	
PROFILE	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

Completion

Click here to view trend data

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
70.8%		**42.2%**		**51.0%**	
Gender	%	Gender	%	Gender	%
FEMALE	68.6	FEMALE	45.8	FEMALE	51.5
MALE	71.7	MALE	36.6	MALE	50.0
Age	%	Age	%	Age	%
UNDER 20	72.5	UNDER 20	44.5	UNDER 20	54.3
20-24	50.0*	20-24	26.8	20-24	29.0
25-39	0.0*	25-39	39.5	25-39	37.0
40 OR OVER	33.3*	40 OR OVER	36.4	40 OR OVER	36.0
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	55.6*	AFRICAN AMERICAN	38.5	AFRICAN AMERICAN	41.7
AMERICAN INDIAN/ ALASKA NATIVE	0.0*	AMERICAN INDIAN/ ALASKA NATIVE	25.0*	AMERICAN INDIAN/ ALASKA NATIVE	20.0*
ASIAN	91.7	ASIAN	42.9	ASIAN	60.6
FILIPINO	70.6	FILIPINO	47.4	FILIPINO	54.5
HISPANIC	66.7	HISPANIC	38.9	HISPANIC	44.4
PACIFIC ISLANDER	66.7*	PACIFIC ISLANDER	33.3*	PACIFIC ISLANDER	50.0
WHITE	72.1	WHITE	41.8	WHITE	54.3

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years

The Successful Course Completion chart below reveals that 64.7% of basic skills students successfully completed their courses in 2012-13.

Successful Course Completion (top)

INDICATORS	Baseline		Performance		Evaluation						
	2010-2011	2011-2012	2012-2013	2013-2014	2011-2012		2012-2013		2013-2014		2
Successful Course Completion	73.4%	73.2%	74.0%	73.0%	=	-0.2%	=	0.8%	▼	-1.0%	
Vocational Courses	73.9%	74.4%	73.2%	73.3%	=	0.5%	▼	-1.2%	=	0.1%	
Basic Skills Courses	67.4%	67.1%	64.7%	63.3%	=	-0.3%	▼	-2.4%	▼	-1.4%	▼
Transfer-Level Courses	74.1%	73.6%	74.6%	74.1%	=	-0.5%	▲	1.0%	=	-0.5%	

Taken together, the data shows that students coming in to NVC at below college level in math and English are not completing degrees and transferring at the same rate as students entering NVC at college level in math and English.

ECONOMIC PROFILE –

The median household income in Napa was $68,553 in 2013, according to a Stanford Public Policy Institute Study. This figure masks the fact that the median income for agricultural worker households is around $20,000 and has remained stable at this rate for several years. More than 25% of the Napa population lives below the poverty line (compared with 22% in California), with the largest sub-population affected being children. As well as being the 10th most affluent county in the United States, Napa County is also the second poorest county in California when factoring the cost of housing, medical assistance, etc. Napa County has 46.3% of its student population (9,666 students) eligible for free and reduced lunch program based on poverty-level eligibility requirements. Christopher Thornberg of Beacon Economics recently noted in the Napa Register (1/12/14) that in Napa, "You're dealing with a level of inequality not seen in many places." In spite of this, the unemployment rate for Napa residents is 5.8% in June 2013, down from 10.7% in December, 2010, compared to 12.5% for California. Napa has the fourth highest employment rate in the state, though many jobs are low-wage. In Napa County the literacy rate is 92% though this does not include illiteracy rates among undocumented workers.

JOBS / OCCUPATIONAL PROFILE –

Workforce Composition & Change: Like many other counties, Napa County's workforce is aging. The average age of the County's workforce is approximately 45 years old. Older workers age 55 and above makeup approximately 25% of the county's workforce. This presents a number of challenges since 1) an aging workforce places a constraint on labor force growth due to lower participation rates by older workers; 2) institutional knowledge and experienced leadership are lost as older workers retire; and 3) an older workforce generally is not able to perform certain physically-demanding agricultural and manufacturing jobs. Conversely, retiring baby boom generation workers create replacement job openings for younger workers. However, as noted above, these replacement job openings may be postponed since some Baby Boomers may choose to delay retirement beyond the traditional retirement age of 65 due to the recent recession and a reduction in the value of their financial assets.

The occupational make-up of the Napa County workforce reflects its economic base with leading occupational groups serving the hospitality, retail, and wine manufacturing sectors. The top ten occupational groups are clerical (13.1%), management (11.4%), sales (9.0%), transportation (6.5%), food preparation (6.3%), building maintenance (6.3%), construction (6.3%), transportation (4.7%), and farming (4.5%). According to the California Employment Development Department, the fastest growing occupations in Napa County over the past decade have been mainly service sector occupations such as home health aides, personal and home care aides, counter and rental clerks, bakers, massage therapists, laundry and dry-cleaning workers, maids and housekeeping cleaners, and truck drivers.

EDUCATIONAL ATTAINMENT: In 2008, 79.5% of Napa County residents had graduated from high school. This is comparable with the rest of the state in which 80.2% had a high school diploma. More than 22% attended some college but earned no degree. However, there is wide variation among the age groups. Residents holding a bachelor's degree were the next most common educational group at 20%, followed by those with graduate degrees (10.6%) and associate degrees (7%). In comparison, Napa County had a slightly higher percentage of residents holding a bachelor's degree or higher than the statewide averages, but had a lower rate of students completing high school. The City of St. Helena had the highest percentage of the population with a bachelor's degree in the county.

SKILL LEVELS: A skilled workforce is critical to maintaining a vibrant economy. Over the past several decades the number of jobs for unskilled workers has steadily declined while the demand for skilled workers has increased. Over the next ten years, there will be a growing demand for workers with a variety of skills. A high school diploma and postsecondary education and training will become more important than ever. While low skill entry-level occupations are still available, the basic skills required to enter these occupations has increased. In addition, a shift has occurred from large to small companies. Employees in small firms often need to do a variety of tasks requiring a range of skills.

The Employment Development Department (EDD) anticipates a gain of 10,400 jobs for the 2006-16 period, reflecting an annual average growth rate of about 1.4 percent. This rate is near the 1.5% growth rate forecast for California during the same outlook period. The largest job growth is expected to occur in the Electrical and Electronic Engineering Technician and the Health sectors with an increase of 50% through 2018. Significant growth rates are also predicted in information Security Analysts, Web Developers (42%) and Printing Workers (44%) over the same period. The construction industry is beginning to see a turn-around in Napa County as well.

Employment trends –
Total civilian employment in Napa County as of June 2010 was 69,000. The number of employed residents, however, exceeds the approximately 65,600 jobs that are located in Napa County. The number of local jobs is 3,400 less than the number of employed residents, reflecting the fact that some residents need to commute to jobs outside the county due to a lack of local jobs. While local jobs are generally the largest component of total employment, not everyone chooses to work in the same county in which they reside. Commute patterns from the 2008 American Community Survey conducted by the U.S. Census Bureau show that approximately 21.3% of the Napa County workforce commutes to jobs outside the county. Of these, 67.2% commute to jobs in adjacent or nearby counties including San Francisco, Contra Costa, Alameda County, and Silicon Valley.

Napa County is a specialized economy which in large measure is the wine industry. It is not a major job center like San Francisco or Silicon Valley, nor does its geography or location afford it to be such. Because of its ambience, many residents choose to live in Napa County, but work at jobs in their profession elsewhere such as San Francisco's Financial District or high-tech centers in Silicon Valley. In recent years new home construction in American Canyon has attracted many professionals who commute to other Bay Area locations for work. Local employment represents 332 jobs per 1,000 residents, which is 31% less than the national average and 22% less than the state average. While Napa County has historically generated a sufficient number of jobs to match its workforce growth, local jobs may not match the occupational objectives of the resident population.

Unemployment Trends -
As the national economy began contracting in late 2007, employers trimmed payrolls to cut costs. As a result, unemployment rose through October 2009 to 10.1%, making the recent recession the longest on record since World War II. Nationwide, approximately 8 million jobs vanished and the unemployment rate surged nearly five percentage points - from 5% in December 2007 to 9.7% in May 2010. Acknowledging the end of the recession, Federal Reserve officials recently released a survey in June 2010 which showed that for the first time since the beginning of the recession, economic growth, albeit modest and fragile, occurred throughout the nation.

Napa County unemployment followed a similar path as the nation during the recent recession, but continued to rise through January 2010. In May 2010 the Napa County unemployment rate stood at 9% having come down from a high of 11.1% in January 2010. In comparison with the statewide average, which was 11.9% in May 2010, Napa County has fared better than the state overall with its lower unemployment rate. Driven by national economic expansions and contractions, the unemployment rate in Napa County has historically fluctuated between 4%-6%. This is consistently lower than the statewide average, which typically has been in the 5%-8% range over the past two decades. As shown by Figure 13 the unemployment rate rises and falls with the fortunes of the state's economy. In recent years Napa County's unemployment rate has been rising since falling to a low of 3.3% in 2006 during the middle of the housing boom. The county's unemployment rate will continue to drop as the national and state economies improve.

WORKFORCE FORECAST SUMMARY

Increasing Diversity in the Workplace: Changing workforce demographics will result in an increasingly more diverse workforce with multiple generations, cultures and ethnic groups working together. Demographic projections indicate that Napa County's population will increase over the next ten years by 19.4%, rising from 139,000 in 2010 to just over 166,000 in 2020. Growth in the Hispanic population will be the main driver behind the County's growth. Hispanics accounted for about 22% of the county's population in 2006 and are projected to be

40% of the population in 2020. Future population growth will depend in part on job opportunities, housing affordability, and the cost of living. The makeup of Napa County's working age population over the next ten years will change as the Baby Boomers begin to retire and Generation Y enters their prime working age. Labor force projections indicate that the number of workers in the 40-59 age range will diminish, while workers age 65+ will grow the fastest followed by those 30-39 - assuming labor force participation rates remain the same. If workers in the Baby Boom generation continue working beyond the traditional retirement age of 65,the number of older workers in the labor force will increase. The number of workers reaching retirement age will increase over the next 10-15 years then begin to decline as the baby-boom generation reaches the end of their working careers. This will require local workforce organizations to establish programs to train a skilled workforce to fill the replacement positions created by retiring workers. Replacement jobs represent approximately 3% of the workforce annually over the next ten years.

New Jobs in the Future Will Require New Skills: The recent economic downturn has hit all groups quite hard, but especially those with the least education and fewest skills. As the labor market slowly recovers, we will be reminded of a basic fact of economic life: workers increasingly need meaningful postsecondary education or training to find jobs that pay enough to sustain a middle-class lifestyle.

Future In-Demand Occupations: The top 50 occupations with the most job openings are forecasted to generate about 17,350 job openings, which is about 64% of Napa County's total job openings (27,270), including new jobs and replacement jobs. For the period of 2006-2016, the top five occupations with the most job openings are Farm Workers and Laborers, Retail Salespersons, Cashiers, Waiters/Waitresses, and Registered Nurses. The 50 fastest growing occupations anticipate an annual growth rate of 1.6% or higher. The fastest growing occupations are concentrated in the retail, hospitality, agriculture, healthcare, and personal services sectors.

In-demand occupations requiring short to moderate on-the-job training make up 70% of the top 50 occupations. Also in-demand are higher-skilled occupations, requiring a bachelor's degree or higher, including general and operations managers, elementary and secondary school teachers, accountants and auditors, and farm, ranch, and other agricultural managers.

Napa County's economy is driven largely by industries that sell their products and services to external markets, e.g. consumers and businesses located outside the county and tourists that visit the county. Industries which sell their goods or services to non-residents – regardless of whether the purchase is made in the County or outside of it – are referred to as basic or exporting industries. An industry that sells its products and services to non-resident businesses, consumers and tourists brings "outside money" into the local community. An industry that sells its products and services to local residents and businesses does not bring "outside money" into the community.

Industries which primarily serve the local market and resident population are referred to as non-basic or local-serving industries. Although the majority of sales are to local residents, a portion of the sales revenue generated by non-basic industries can be attributed to sales to visitors and tourists. Industries such as retail trade are traditionally classified as non-basic industries. However, Napa County attracts many visitors and tourists who make purchases at the factory outlet stores and other retailers. These sales are considered to be basic (or export) sales since they bring "outside money" into the local economy. While economic growth involves complex interactions among numerous activities, the size of a local economy is due in part to the external demand for local products and services. Local serving industries are highly dependent upon local population and income growth. In contrast, basic industries do not have the same constraints. Consequently, basic industries are able to grow larger than local-serving industries due to the significantly larger markets they serve. Economic growth therefore will depend in part on the mix of local industries and their market orientation.

In the farming sector there are approximately 6,200 jobs annually. Almost nine percent of Napa's workforce is employed in agriculture "one of the highest percentages in the nation", according to the Wall Street Journal website, *24/7 Wall Street*. This statistically results in high poverty rates. The top occupations are farm workers and laborers; crop, nursery and greenhouse workers and retail salespersons. Occupations requiring short to moderate on-the-job training make up 70% of current and future occupations. Higher-skilled occupations in some demand across all sectors, requiring a bachelor's degree or higher, include operations managers, elementary and secondary school teachers, accountants and auditors, agriculture managers, health care workers and those in the medical field including dental hygienists and registered nurses.

Immigration is a major issue in Napa County. Latino agricultural workers are the main source of labor in the wine industry. This is an unstable, transient population, with special needs due to low-literacy and low-income. Limited affordable housing, cultural issues and fear of immigration raids are major challenges for this labor force population. Napa Valley Adult Education is collaborating with several county-wide organizations to address the issue of naturalization, offering citizenship classes at a local elementary school.

The Consortium's continued planning will utilize this current occupational outlook data to align adult education and training with the career and job markets.

The Consortium's planning groups have been established by program area, and the current program needs and program gaps are presented by area, with the understanding that many gaps in services are consistent in all program areas. The work groups agreed on a framework used in the planning discussions to capture all aspects of the current needs or program gaps. The framework guidelines included:

1) Bridges, Transitions and Pathways
2) Geographic Access – populations not served or underserved
3) Comprehensive Student Support Services – counseling, childcare, fee waivers, academic accommodations, technology
4) Service Delivery – recruitment/outreach, assessment, enrollment, curriculum, retention, referrals/transfers, transition, follow-up
5) Capacity and Resources – facilities, knowledge/training and development, educational tools/materials/supplies/equipment and data
6) Common Data/Accountability Systems and Communications

Although not an exhaustive list, the following needs have been identified through a work group meeting format. Each self-directed work team is in the process of analyzing the needs, reviewing best practices and presenting recommendations.

A. ELEMENTARY AND BASIC SKILLS (INCLUDING ADULT SECONDARY EDUCATION/ASE DIPLOMA AND HSE PREP.)

Bridges, Transitions and Pathways
1. Develop diverse points of entry for education and career pathways.
2. Create a strong linkage with implementation of common core standards and CTE 21st century standards, college and career readiness.
3. Programs at Napa State Hospital where students learned basic and vocational skills for transitioning back into the community have been cut by both Napa Valley College and Napa Valley Adult Education due to the economic downturn.
4. Develop cross training programs integrating basic skills and entry-level industry skills and services for this at-risk population.

Geographic Access
5. Yountville, Calistoga, American Canyon, Berryessa, Angwin and Pope Valley are communities without easy access to adult education basic skills classes and resources.

Napa County

Knoxville

Berryessa
Estates

Pope Valley

29

Lake Berryessa

Calistoga

128

Angwin

Berryessa
Pines

Chiles
Valley

Spanish
Flat

Deer Park

St. Helena

Berryessa
Highlands

128

Rutherford

128

Oakville

29

Yountville

Circle Oaks
Estates

128

121

Gordon
Valley

Napa

Wooden
Valley

12

29 12

American
Canyon

Capacity and Resources

6. Ongoing professional development and training for best practices to address the diverse learning needs of students. This should include blended learning (i.e. combination of digital curriculum and teacher driven activities and support).
7. Recruit and retain qualified teachers available to cover the entire region.

Comprehensive Student Support Systems

8. Increase accessibility to locations and scheduled times of ABE classes.
9. Address the shortage of teachers with qualifications to teach students with disabilities.
10. Address the stigma about returning to school and not wanting to attend courses on a high school campus.
11. Fear of the demands of college keep students away.
12. Creation of Student Educational Plans and Student Career Plans developed for all students.
13. Increase testing times and locations for students with learning disabilities at NVAE.
14. Provide adequate staff for literacy support.

15. Implement a system where mental health and counseling support for students are addressed through course curriculum and programs.
16. Address the difficulty of NVC online registration to those without access. Provide counseling with online registration at NVC.
17. Providing adequate support for all students including those with disabilities.

Service Delivery
18. Increase outreach to Spanish speakers.
19. Develop face-to-face classes at satellite sites is a serious gap.
20. Align and contextualize curriculum for career pathways.
21. Improve connections to support services.

Common Data/Accountability Systems and Communications
22. Develop common assessment process to place students in appropriate classes.
23. Develop system of benchmarks of success and referral process between systems
24. Develop tracking system for basic skill students.

B. CLASSES FOR IMMIGRANTS (ENGLISH AS A SECOND LANGUAGE/ESL, CITIZENSHIP AND WORKFORCE PREPARATION) –

Bridges, Transitions and Pathways
1. Develop strong links with implementation of high school common core standards and CTE 21st century industry standards.
2. Align and contextualize curriculum for career pathways.

Geographic Access
3. Geographical gaps. Provide more programs and ESL classes in St. Helena, Calistoga, Yountville, American Canyon, Berryessa, Angwin and Pope Valley areas.

Capacity and Resources
4. Address the shortage of qualified teachers available to cover the entire region.
5. Create more flexibility of program offerings in terms of times and locations.
6. Address inadequate teacher preparation. Teachers especially need to be trained in working with learning disabilities
7. Provide teachers with training on programs and services.
8. Develop teacher trainings on referral processes and transitioning students into programs and services.

Comprehensive Student Support Systems
9. Support teachers to develop abilities to teach in multilingual classrooms.

10. Provide ESL students basic skills instruction in their first language to remove this barrier in learning English.
11. Address ESL students' limited access to computers and technology.
12. Provide testing for learning disabilities in second languages.
13. Address transportation challenges for students getting to classes.
14. Increase counseling to support students.
15. Investigate financial barriers preventing students from participating in certain programs.
16. Address the lack of legal permanent residency which is often a barrier to transitions from non-credit to credit courses at Napa Valley College.
17. Provide child care where a shortage exists.
18. Create access across systems for diagnosis and/or accommodations for students with learning disabilities.
19. Create Individual Career/Education Plan for all students.

Service Delivery
20. Provide outreach to incumbent workers for non-credit classes.
21. Integrate education programs with workforce programs to support the immigrant population.
22. Create ongoing workshops and other communication systems for dissemination of resources available.
23. Provide orientations to services.
24. Poor retention of students due to the demands of their lives and the fact that family is often the highest priority. Delivery of instruction needs to reflect this problem and be flexible.

Common Data/Accountability Systems and Communications
25. Collect data and conduct needs assessment for immigrant population Immigrants may be reluctant to engage with social services or the public sector system.
26. English classes will support families' economic growth and support children's education, but currently this data is not tracked as a successful outcome, or shared in a unified way with this population. Set up systems to promote completing educational goals.

C. PROGRAMS FOR ADULTS WITH DISABILITIES –

Bridges, Transitions and Pathways
1. Teach students skills learned in the classroom that can be transferred to the workplace, (e.g. how to find and keep a job, "soft skills" training)
2. Create clear transition plans and pathways for those with intellectual disabilities. Red flag students that score below established reading and math levels, ensuring that student meets with a counselor to learn about educational and career pathways and

receives a Student Educational Plan (SEP) or Student Career Plan (SCP). Provide additional counseling and mentor support as needed.

3. Connect services in the community to educational programs
4. Use common placement exam

Geographic Access

5. Address issue of outlying or rural communities that do not have easy access to classes and resources for adults with disabilities.

Capacity and Resources

6. Many students with disabilities need independent living skills training, but this is provided only in limited programs.
7. An increasing number of students with Individual Education Plans through the Special Education Department at Napa Unified School District are enrolling at Napa Valley Adult Education to finish high school. With the implementation of Common Core standards and increased A-G requirements at the School District, it is anticipated this trend will continue with increasing numbers of students with disabilities enrolling in NVAE. Train NVAE teachers in teaching students with disabilities.
8. Programs at Napa State Hospital where students learned basic and vocational skills for transitioning back into the community have been cut by both Napa Valley Adult Education and Napa Valley College due to the economic downturn.
9. Address the severe lack of job training opportunities, including opportunities for learning 'soft skills/social skills.'
10. Improve teacher preparation. Teachers especially need to be trained in working with students with learning disabilities.
11. Provide teachers at NVC & NVAE opportunities to be trained in disabilities, community support systems and/or CTE opportunities.
12. Educate employers on the benefits of hiring people with disabilities, and provide resources to do so.
13. Services are costly. Parents who often cannot advocate for their child or pay privately for services may have no options.
14. Provide training in using accommodations to address disability issues (i.e. alternate media, technology, etc.).
15. Work with group homes, develop mentor program and mentor training program
16. Educate employers so they can refer employees for skill improvement

Comprehensive Student Support Systems

17. Create Student Educational and Career Plans for students with disabilities.
18. NVC & NVAE need to blend community support systems into educational programs.
19. When special learning issues are suspected, some programs lack the means to formally assess student learning needs, then to provide accommodations or access to other

support services.

Service Delivery
20. Provide outreach to at-risk learners and students with disabilities in a uniform way.
21. Align programs, classes and support systems.
22. Provide greater flexibility within systems to address needs of students, especially those with counseling and mental health needs.
23. Address lack of career counseling.
24. Develop job shadow, internships, and apprenticeships for people with disabilities
25. Provide professional development on disabilities.

Common Data/Accountability Systems and Communications
26. Inadequate data/accountability and communications regarding students with disabilities between systems.
27. Limited transition processes between NVC and NVAE.
28. Track data on students with disabilities through classes and programs.

D. SHORT-TERM CAREER TECHNICAL EDUCATION (CTE) PROGRAMS WITH HIGH EMPLOYMENT POTENTIAL

Bridges, Transitions and Pathways
1. Expand and develop career pathways consisting of courses and training programs based on high priority industries as determined by Workforce Investment Board's labor market information (LMI) and sector strategy work. These industries include, but are not limited to Healthcare and Hospitality, Manufacturing, trades including construction, professional business services.
2. Continuously communicate and collaborate with agencies involved in federal, state and county-wide career pathway and sector strategy initiatives (Career Pathways Trust grant, NVUSD/NCOE Career Technical Education and work-based learning collaboration, WIB Strategic Plan, Workforce Innovation and Opportunity Act, Carl Perkins Vocational & Technical Training Act).
3. Include and integrate employability skills ('soft skills') training, plus career readiness training (e.g. resume writing, interviewing, etc.) within the CTE programs to prepare students for work-based learning activities and the workplace.
4. Work with WIB, NCOE, K-12 and other career pathway partners to effectively market the trades and middle-skilled career pathways (e.g. post-secondary training programs).
5. Participate in a county-wide coordinated effort to develop, implement and monitor a wide array of work-based learning opportunities and pre-apprenticeship as an entry to apprenticeship programs.
6. Address the shortage of work and training sites by collaborating with employers in high-demand industries.

7. Create articulation agreements for CTE between NVAE and NVC.

Geographic Access
8. CTE services are not equitably accessible throughout all regions of the county (e.g. transportation in upper valley and American Canyon is an issue).
9. Address the geographical gaps; i.e. programs and opportunities for work-based learning and pre-apprenticeship programs are not equitably accessible throughout all regions of the county.   A thorough analysis of customer needs has not been done.

Capacity and Resources
10. Address the shortage of qualified CTE teachers available to cover the entire region including Napa State Hospital.
11. Professional Development on career pathway and sector strategy initiatives is needed for the CTE program staff and across the Consortium partner and member programs and staff.
12. Create comprehensive community center with satellites (see #18).

Comprehensive Student Support Systems
13. Ensure that all CTE students have access to career development, counseling, computer lab, tutoring, pre-assessment placement and other services to support their success.
14. To increase enrollment and improve retention, we need representatives from business and industry to engage students through mentoring, speaking to classes, participating in mock interviews, providing job shadowing and internship opportunities, thus helping students to successfully complete the programs.
15. Provide additional and systematic career counseling and assessment at all levels and across programs
16. Address transportation challenge for students in the American Canyon region.
17. Create Student Educational Plan (SEP) and Student Career Plan (SCP) for all students.
18. Provide wrap-around services available through WIB.

Service Delivery
19. For optimum service, set into motion a long-term plan to return to a fully operational one-stop career and learning center. Napa hosted one of the most complete one-stops in the 80s and 90s and offered a fully systematized array of streamlined co-located services whose partners included Health & Human Services, EDD, Adult Education, Training & Employment Center, and childcare. It served as a single place of entry for individuals beginning their journey at multiple entry and exit points. Our Consortium partnership would be most efficient and better serve the students', agencies' and community's needs if we returned to the co-located one-stop model and included education, career development and wrap-around services on one site. Satellite campuses would provide the same services in underserved geographical locations such

as American Canyon and Calistoga. Online and distance learning infrastructure is not adequate to meet the needs.

20. Strategize ways to improve regional awareness of and recruit students to enroll in CTE programs, e.g. provide wage information and career ladder information.
21. Contextualized English and math curriculum to support CTE students with insufficient skills to be successful.
22. Provide more job shadow, internships, pre-apprenticeship and apprenticeship programs that lead to high wage employment.
23. Align NVAE and NVC course learning outcomes and assessments with employer needs at the local community level.

Common Data/Accountability Systems and Communications

24. Track data on student progression through classes and programs at NVAE and Napa Valley College and after leaving the college or other training programs. Develop and share a better system to track students' progress as it relates to their educational pathway.
25. Develop a collaborative system for assessing, placing, defining benchmarks for success and tracking student progress through career pathways.
26. Monitor Professional Development requirements for career pathway and sector strategy initiatives needed for the CTE program staff, Consortium partners, members, and workgroups.
27. Develop a collaborative system for assessing, placing, defining benchmarks for success and tracking student progress through career pathways.
28. Align NVAE and NVC course learning outcomes and assessments with employer needs at the local community level.
29. Develop a coordinated communication system for internal and external constituencies.

E. PROGRAMS FOR APPRENTICES –

Bridges, Transitions and Pathways

1. Create a coordinated effort to develop, implement and monitor a system of work-based learning opportunities as an entry to apprenticeship programs.
2. Put measures in place to assist students who fail placement/entrance exams (e.g. use of online Khan Academy to assist with skill-bolstering).

Geographic Access

2. Programs and opportunities for apprentices are not readily accessible throughout all regions of the county.

Capacity and Resources

3. Create more apprentice programs and opportunities in our area.

4. Focus on attracting a younger population. The average age of students in our existing program is 50 years old.

Student Support

5. Provide employability skills training, mentoring and counseling support specific to students' needs in work-based learning programs.
6. Connect support systems within schools and the community to apprenticeship programs.

Service Delivery

6. Address the lack of work and training sites for internships, job-shadowing and work-based learning opportunities.
7. Provide Pre-apprenticeship programs.

Common Data/Accountability Systems and Communications

8. Determine and utilize data collection system to assess, place and track student progress according to his/her SCP and SEP.
9. Develop communication lines between educators and apprenticeship programs.

Analysis: Table 2 attached - submitted as an Excel file
Table 2. reflects the current and projected enrollment provided by Consortium Members, namely Napa Valley Adult Education and Napa Valley College.

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #3: PLANS FOR CONSORTIUM MEMBERS AND PARTNERS TO INTEGRATE EXISTING PROGRAMS AND CREATE SEAMLESS TRANSITIONS INTO POSTSECONDARY EDUCATION OR THE WORKFORCE.

The Napa Valley Regional Consortium's self-directed work teams reviewed the current level of program service, best practices and recommended pilot program(s). In researching best practices, teams considered the results and challenges in the program, along with resources needed (facilities, staffing, equipment, materials and training) to implement the program. It is important to maintain the fidelity of all evidence-based practices for effective implementation.

Below is a summary of the Consortium's plans to integrate existing programs and create seamless transitions within each of the priority areas. Details of each strategy are listed in Table 3.1, starting on page 154. Napa Valley Regional Consortium has identified priorities as follows:

PRIORITY A - BRIDGES, PATHWAYS AND TRANSITIONS

A I. Alignment and Integration of Assessment and Placement

Assessment, curriculum alignment and placement are critical to the success of the project. NVAE and NVC will work closely to articulate courses and align curriculum in such a way that students experience a seamless transition between the two institutions.

Napa Valley College Assessment and Course Placement Process

The current placement process at Napa Valley College requires students to be tested in English; Math assessment is encouraged, but not mandatory. Based on their test results, students are placed at the appropriate course level. In order become a student at Napa Valley College, students must take the placement assessment, complete a college orientation, meet with a counselor to develop a Student Educational Plan and enroll in classes. This process is known as matriculation. In addition to mandatory placement, the assessment process allows the college to "red flag" students who score at or below basic skill levels. The Learning Services department offers a variety of LRNS classes, geared to students' current skill levels. Students are encouraged to get tested for learning disabilities and to meet with qualified staff to determine proper course placement and accommodations. These students may also be referred to other support services and programs on campus including counseling, financial aid/Extended Opportunity Programs and Services (EOPS), Veteran's Resource Center, learning communities as Puente and Umoja, and/or Writing, Math, MESA, and math and English Student Success Centers.

Napa Adult Education Assessment and Course Placement Process

Each ASE/ABE student at Napa Adult Education is required to attend an orientation where they receive information about the school's various programs, participate in placement testing and meet with a counselor to determine classes and support for next steps in the enrollment process. Napa Valley Adult Education assesses students in English, reading and math using the CASAS test. Course placement is determined based on test scores and counselor input. Scoring below a cut-off level places students in basic skill classes; if they score above the cut-off level students are placed in the high school diploma or an equivalency-exam prep class. High School Equivalency (HSE) exams successfully passed may be applied toward a student's high school diploma as credit. Counseling is utilized as the primary method to support student transition to college or career. Most ESL and CTE students also receive orientation and CASAS test assessment before placement.

Our four-year plan details processes that will improve these services and provide seamless pathways to education and careers.   Work Groups with discipline experts will meet and create new systems to, 1) identify a common assessment to be implemented at both the college and adult education systems, 2) align courses to create seamless transitions from adult education into the college or workplace, 3) engage business partners to reflect industry standards in course and program curriculum, 4) evaluate and create industry sector pathways into priority Napa county industries, 5) identify and implement best practices to accelerate learning, 6) implement processes for developing Student Educational and Career Plans for all students, 7) align community support systems with individual classes and programs, 8) implement professional development program for staff and faculty, and 9) develop a common data management and ongoing program tracking system.

A redesigned assessment model will provide a common assessment tool across institutions and programs, provide for cost effective administration of a placement tool (e.g. online), address students' diverse goals and schedules, offer test preparation courses, and explore other evaluation instruments (e.g. portfolios and teacher recommendations). Note: California State Chancellor's Office is developing standardized assess tools in math and English for all community colleges.

> - Best Practice for review: WorkKeys; http://www.act.org/workkeys/assess/
>   WorkKeys is a job skills assessment system that helps employers select, hire, train, develop and retain a high-performance workforce. The WorkKeys series of tests measures foundational and soft skills, in addition to specialized assessments targeted to industry needs.
> .   (Additional list available in Appendix – Best Practices)

A II Curriculum Alignment

Faculty from NVAE and NVC will work collaboratively to align curriculum across the institutions and within programs. NVAE will calibrate HS curriculum to the NVC entry level to facilitate transitions. The Consortium will explore the addition of a "bridge" class at NVAE to prepare

students for transition to Napa Valley College courses and transition to the workplace. Curriculum needs to be employer-determined as well.

Newly-aligned curriculum will be delivered in a variety of formats including face-to-face as well as online formats, independent study and 'lab' settings with group work, student-directed learning and competency-based learning. Adult Education is using project-based learning, and the Consortium will explore the expansion of these methods to Napa Valley College.

Work Groups composed of discipline experts from both Napa Valley College and Napa Adult Education will:

- Meet to evaluate and review curriculum in courses
- Identify duplication and gaps
- Eliminate duplication or write additional courses to address repetition or gaps
- Determine benchmarks of success
- Develop student learning outcomes
- Prioritize course sequences and alignment to move students through courses within systems
- Determine and implement data collection and tracking system
- Develop and implement a pilot program between systems

In addition, curriculum will need to be student centered and reflect industry standards. Work Groups will involve our business partners to gather input for curriculum and course requirements. This will assist with reflecting current industry standards within classrooms, as well as the creation of academic and career pathways between systems. Success is the main goal, and delivery of courses will include a variety of methods to meet the needs of the adult education learner.

- ➢ Best Practice for review: Buck Institute
  Buck Institute is known for teaching educators how to implement Project-Based Learning strategies.
  (Additional list available in Appendix – Best Practices)

A III Industry/Sector Specific Pathways and Course Alignment and Articulation

The Napa Valley Regional Consortium will partner with the Workforce Investment Board (WIB) and community partners to identify and support Industry/sector specific pathways, utilizing labor market and wage information. Industry and business will participate in developing curriculum, requirements, and strategies for implementing internships and job shadowing. NVAE and NVC will create articulation agreements for coursework.

- ➢ Best Practice for review: Bridges to Career Pathways

El Camino and Contra Costa College - Career Academies to transition students to college through bridges to career pathways for underserved students lacking basic skills.
(Additional list available in Appendix – Best Practices)

A IV Strategies for Accelerated Student Progress, including Transitions

To support accelerated student progress and persistence, strategies will be developed that address these specific transitions along a student's academic and training progress:
- Transition from community service agency or community at large into adult education/training system
- Transition from Napa Valley Adult Education to Napa Valley Community College and vice versa (transitions could go both ways).
- Transitions from Adult Ed ASE or entry-level workforce program to NVC, an apprenticeship program or other formalized career training.
- Transition from NVAE/NVC job shadow, internships, and pre-apprenticeships to higher level training/education, an apprenticeship program or a job.

Strategies for accelerated student progress are further articulated in Objective #5 of this plan. Strategies include enhancing collaborative relationships with high school counselors and community agencies and foundations, utilizing online career planning services (e.g. Naviance), offering dual enrollment options, and creating a county-wide career handbook.

- Best Practice for review: IMPAQ International and the Career Ladders Project brings together educators, workforce experts, employers and community partners to align college-based training programs with employer and industry needs. Contacts: IMPAQ, Raquel Sanchez; Career Ladders: Luis Chavez and Theresa Fleischer Rowland (Additional list available in Appendix – Best Practices)

PRIORITY B - COMPREHENSIVE STUDENT SUPPORT

B I. Individualized Student Educational Plan

Education and Career Plans will be required for enrollment along with mandatory advising. Students will be required to meet with a counselor before registering for classes. This would require implementing rigorous in-class student goal-setting opportunities (with identified benchmarks) and end-of-semester reflection time for students who will continually assess and adjust stated career/professional goals. Ongoing faculty professional development and training will need to be implemented to ensure success.

B II. Counseling and Instructional Practices

Increase counseling and student advising to provide academic and career direction to students. Counseling staff comprise counselors, student specialists, case managers, transition advisors, information navigators, tutors and career advisors. Ongoing faculty professional development and training will need to be implemented to ensure success.

> ➢ Best Practice for review: The Breaking Through Initiative. Contact: Nate Anderson, Project Director.
> This organization focuses on designing, implementing and supporting accelerated pathways that propel at-risk youth and low-skilled adults to enter college and earn post-secondary credentials with immediate labor market value.
> (Additional list available in Appendix – Best Practices)

The implementation of student success strategies provide support, remediation and supplemental activities for students outside of class. Student Success Centers at Napa Valley College will be created in order to provide students with access to supplemental support outside their classes.

> ➢ Best Practice for review: Chaffey Model
> Chaffey Community College was one of the first to implement the Student Success Center Model. By providing small group instruction outside of regular class time targeted to specific skill development, instructors are able to hone in on skills that students must master to be successful in college-level courses. Those that need additional help are supported through additional directed learning activities and/or tutoring.
> (Additional list available in Appendix – Best Practices)

B III. Community Partnerships to Support Students

The Consortium will work with the community to conduct workshops and self-directed learning activities around employability skills ("soft skills") and career readiness (e.g. resume writing, interviewing, etc.): Further support services will include offering adequate accommodations for students with learning disabilities, developing Student Councils at both institutions, and reducing class sizes where possible.

> ➢ Best Practice:
> o Norco College- The Summer Advantage Program places students with below-college level skills in summer workshops in math and English. This allows them to participate in instruction, create a beginning Student Educational Plan and be

placed in appropriate level English and Math classes for the fall. Contacts: Anita Shirley, Greg Aycock, Melissa Bader, Diane Dieckmeyer, Monica Green, Bob Prior

- o IBEST program at Renton Technical College has developed clear educational pathways and career ladders (Washington State Board for Community and Technical Colleges).

- o Irvine Valley College runs a successful peer mentoring program.

- o Central New Mexico Community College implemented the Breaking Through Initiative. CNMCC uses achievement coaches to help support students in the areas of academics and careers. They offer workshops in time management, study skills, learning skills, etc. and also refer students needing child care and health services.

- o Cypress College conducts a program for non-native English learners to get appropriately placed into English classes. The key component of the program is cross-training between English faculty, ESL instructors and student services professionals. Contacts: Sarah Jones, Jessica Nelson and Kathy Wada (Additional list available in Appendix – Best Practices)

PRIORITY C - COMMON DATA/ACCOUNTABILITY SYSTEMS AND COMMUNICATIONS

C I. Data/Accountability and Data Management Systems

A common database for student outcomes across institutions will be developed building upon the current systems, as well as any new CDE/CCCCO reporting requirements. This will require an advisory group or team representing both institutions to determine best practices, programs, training, software and technology for program implementation.

- ➢ Best Practice:
  City College of San Francisco
  (Additional list available in Appendix – Best Practices)

C II. Napa Valley Regional Consortium Communication and Information Plan

The Consortium will develop an Outreach and Communications Plan to improve shared access to programs and services to familiarize students and counselors/advisors with the

postsecondary academic culture, and with all transitional pathways between NVAE and NVC to career. Effective communications will require consistent messaging across all segments of the population (students, faculty, counselors, community agencies, etc.)

> ➢ Best Practice for review:
>> o Mt. Diablo Adult Education
>> o El Camino College
>> o *Bridges to Careers for Low Skilled Adults: A Program Developmental Guide* (Women Employed, 2005).
> (Additional list available in Appendix – Best Practices)

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #4: PLANS TO ADDRESS THE GAPS IDENTIFIED PURSUANT TO PARAGRAPHS 1 AND 2.

A SUMMARY OF THE IDENTIFIED PROGRAM NEEDS AND GAPS ACROSS THE PROGRAM AREAS INCLUDE:

Disparity of access to services - The City of Napa accounts for approximately half of the County's population, and is home to Napa Valley College and the main campus of Napa Valley Adult Education, along with many of the community service providers such as Napa State Hospital, Health and Human Services (HHS), WorkForce Napa and the Department of Rehabilitation. Some of these service providers have satellite programs throughout the County; however, as has been identified, the number of programs and their satellites remain inadequate to equitably meet the needs throughout the County, especially in American Canyon, Yountville and Calistoga.

Outreach to target populations – Education and training program providers recognize there is a need to serve a larger segment of the population and have more impact within identified populations. Program providers generally report an under-utilization of classes, training and services rather than extensive wait lists of interested students. Preliminary analysis of this under-utilization would indicate a need for outreach to the targeted populations. This may be in part due to the lack of awareness of services available, the eligibility requirements for enrollment, or perhaps the reluctance of particularly the immigrant population to engage with social services or the public sector systems.

Incomplete Data and Tracking Systems – Incomplete data relates to quantitative and qualitative data within systems and programs, and certainly cross-systems and programs. Data on student enrollment and outcomes, program participation and costs must be reviewed for consistency to provide comparable data points. Metrics are relatively different for each program and vary in definitions, assessments, requirements, outcomes and success. Napa Valley Consortium has identified student-centered processes as a priority and will develop metrics consistent with that priority. Tracking students throughout their education and career pathway

has also been identified as a gap. (Lack of Data, Metrics and Tracking will be developed further in Objective #5 of this plan)

Access to data and the utilization of common metrics is imperative for planning, serving target markets, outreach and communication, collaboration and most decisively to student success. For example, in Napa we know that approximately 1500-1600 students graduate high school each year, and an average of 10-12% of those students graduate with an Individualized Education Plan, yet there is no way of tracking the educational and career pathways of even this identified population.

A detailed plan with strategies and resources is needed to address these program needs and gaps. Such a plan will be further developed in the Consortium Members Planning Group in conjunction with the self-directed work teams by program area. Due to the collaborative and inclusive nature of our planning process, these past months have been focused on the team building and program sharing necessary, as well as the identification of program needs and gaps.

Further research and data analysis is necessary for a meaningful response to addressing program's needs and gaps as well as the resources required. Over the next few months, the work teams will meet to further articulate the program needs and gaps, substantiate those needs with program-specific data and identify the missing data and resources needed to address those needs and gaps. Teams will use a variety of methods to continue this work including examining best practices, visiting other successful programs within their program area or cross-programs to explore opportunities for collaboration and/or integration of services.

DESCRIPTION OF THE GAP	STRATEGIES TO ADDRESS GAPS
• Geographical Gaps: Yountville, American Canyon, Calistoga, Berryessa, Angwin and Pope Valley are underserved	• Engage representatives from under-served regions. Offer classes in Yountville, Calistoga, American Canyon, Berryessa and outlying areas according to identified needs
• There is a lack of literacy support services (libraries, SNAP)	• Offer additional classes at Napa Valley Adult Ed or the Public Library • Work with Library Literacy Program to provide tutors to students
• ABE classes offered weekday mornings are less accessible	• Offer more flexible scheduling based on community survey
• Fear of the demands of college keep students away	• Improve support systems for students and provide clearer guidance between programs
• Course work and assessments are not aligned or articulated throughout the county	• Articulate courses throughout the county.
• There is a stigma about returning to school and students may not want to go to a high school classroom for a college course, or from college to a high school campus.	• Explore dual enrollment options. Provide workshops or classes on financial aid, career planning, goal-setting. Continue and enhance college awareness programs (College reps and industry reps come to NVAE classes and NVAE classes visit College and worksites.
• Cross-training of staff within all community programs about available support systems in county is needed.	• Develop a resource list for appropriate referrals, and cross-train staff.
• College registration presents a barrier to many students. College online registration is a barrier to those without computer access. Online technology often functions poorly. Counseling is not available with online registration at NVC	• Provide assistance for students transitioning to college in how to complete applications, financial aid forms, etc. Increase hours of current NVAE Learning Lab with computer access. Provide additional counseling for online registration process. Provide admissions and records support

• Lack of face-to-face classes at satellite sites	• Train teachers in blended learning strategies
• Unclear transition plans and pathways	• Faculty and staff from NVC and NVAE will participate in shared professional development trainings in teaching basic skills students.
• Lack of basic and CTE skills for students transitioning back into the community from Napa State Hospital	• Provide additional training to Napa State Hospital students in basic and job-related skills and continue training programs after they leave

RESOURCES NEEDED:

1. Professional development
2. Funding and release time for teachers to align curriculum
3. Cross-training staff within all community programs about available support systems in county.
4. Specific staffing time and funding for coordination, counselors, and teachers
5. More locations for classes
6. More volunteers/tutors trained to support basic skills programs

AREA B – IMMIGRANT ED, ESL, WORKFORCE PREPARATION

DESCRIPTION OF THE GAP	STRATEGIES TO ADDRESS GAPS
• Geographical Gaps: Yountville, Calistoga, American Canyon , Berryessa and outlying areas are underserved	• Engage Calistoga Family Resource Center and NVC's Upper Valley Campus in St. Helena
• ESL classes in St. Helena and Calistoga (FRC) have been sparse in the past	• Provide additional classes as needed in underserved areas. ESL classes in St. Helena and Calistoga are being revitalized
• Variety of language needs in American Canyon	• Provide language support as needed
• Lack of basic skills in students' first language	• Explore literacy programs, materials and strategies. Provide teacher training to support all students

• Need more flexibility of program offerings	Based on student and community surveys, provide additional classes at more accessible times
• Lack of clear transition plans and pathways	• Faculty and staff from NVC and NVAE will participate in shared professional development trainings in teaching students whose native language is other than English.
• Classes to reach out to incumbent workers are required	• Work with employers via WIB and other entities to determine training needs and provide effective, accessible, customized training to meet those needs
• Integrated Education / workforce programs need to be more readily offered in a workplace-friendly environment	• Encourage local wineries to require workers to attend classes for either the first or last hour or work, and tie attendance to paychecks or determine other buy-in options
• Dissemination of resources and orientation services are inadequate	• Conduct workshops on resources and orientation services. Analyze current orientation systems, explore best practices and adapt current systems to better serve students
• There is poor student retention due to demands of adult students' lives	• Develop student persistence strategies
• Lack of counseling to support students	• Provide more counselors
• Financial barriers for students to participate	• Offer financial aid workshops
• Teacher preparation is inadequate	• Develop a required series of professional development options using a variety of formats
• Transportation challenges for students getting to classes	• Disseminate information about transportation options. Work with city transportation providers to find possible

	solutions
• No access to computers and technology	• Explore community options for computer access. Use student and community surveys to determine needs and develop appropriate courses and resources
• Further develop and implement communication plan to improve outreach via radio, TV, printed material, community agencies and K-12 schools	• Provide comprehensive outreach materials and approaches in Spanish
• Need programs related to specific and timely life skills for immigrants, including programs that respond to current conditions e.g. need for driver's license)	• Develop more short-term classes with specific focus

RESOURCES NEEDED:

1. Staffing, time, funding

AREA C – ADULTS WITH DISABILITIES

DESCRIPTION OF THE GAP	STRATEGIES TO ADDRESS GAPS
• Some programs lack means to assess and provide accommodations or support	• Collaborate with college and community partners who provide assessment and accommodations for students/clients with disabilities. Develop and implement a common referral process to refer students. Train faculty and community partners on support system
• Outreach to at-risk learners and students with disabilities is not happening in a uniform way	• Develop outreach program through the college's Disabled Student Programs & Services (DSPS) and AB 86 community partners that serve adults with disabilities. Train AB 86 Consortium members on outreach strategies. Implement outreach

- Geographical Gaps: Outlying or rural communities do not have easy access to classes and resources

- Many students with disabilities need independent living skills training, but this is provided only in limited programs

- Students need to learn skills in the classroom that can be transferred to the workplace, e.g. how to find and keep a job

- An increasing number of students with Individual Education Plans through the Special Education Department at Napa Unified School District are enrolling at Napa Valley Adult Education to finish high school. With the implementation of Common Core standards and increased A-G requirements, we anticipate this trend is expected to continue.

- Programs at Napa State Hospital where students learned basic and vocational skills for transitioning back into the community have been cut by both Napa Valley Adult Education and Napa Valley College due to the economic downturn

- Lack of clear transition plans and pathways for those with intellectual disabilities pose a problem

- There is a severe lack of job training opportunities, including

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- Develop and implement distance education strategies within classes and programs for the AB 86 Consortium

- Hold forums with community partners to develop and implement new support systems to teach students with disabilities independent living skills

- Co-enroll students with IEPs in both NVC and NVAE. Enrolling in the lowest level LRNS classes at the college will provide students the opportunity to complete the intake process to enroll in the college's disabled students program and receive services and accommodations

- Offer shared professional development to faculty and staff from NVC and NVAE in order to better serve increasing numbers of students with disabilities
- Implement project based learning curriculum in appropriate classes through NVAE and NVC

- NVC and NVAE will develop classes utilizing distance education strategies to serve students in the locked facility at Napa State Hospital

- Counselors will participate in shared professional development activities to develop clear transition plans to support students with intellectual disabilities

- NVC and NVAE will hold regular meetings with community partners to 1) identify

opportunities for learning soft skills/ social skills	which programs teach soft/social skills, 2) identify gaps and duplication, 3) develop new trainings to address gaps, 4) assign specific training opportunities to specific community partners, and 5) develop referral and evaluation processes
• When special learning issues are suspected, some programs lack the means to formally assess student learning needs, then to provide accommodations or support services	• Identify programs that assess for disabilities and develop a common referral process
• Employers are not always educated on the benefits of hiring people with disabilities	• Develop professional development t on the benefits of hiring people with disabilities. Create a "Train the Trainer" model for faculty from school systems and appropriate community partners. Implement regular employee trainings around this topic. Engage community support systems such as the WIB.
• Services are costly. Parents who cannot advocate for their child or pay privately for services may have few or no options	• Develop common referral process for students with disabilities. Train all AB 86 partners on the referral process
• There is a lack of flexibility within system to address needs of students especially those with counseling and mental health needs	• Develop a mentoring program utilizing highly educated people in Napa County who have retired and desire to work with at-risk adults. Train mentors on support systems and common referral process for new AB 86 Consortium.

RESOURCES NEEDED:

1. Staffing, time, funding

DESCRIPTION OF THE GAP	STRATEGIES TO ADDRESS GAPS
• Long-term plan to co-locate services and address the geographical gaps: Upper Valley, Berryessa area and American Canyon are underserved	• Begin discussion with Napa Valley College, NVUSD, Napa County WIB, Napa Country Board of Supervisors, and Napa County Health and Human Services to explore the vision of co-locating a one-stop center for Adult Education, training and career support services.
• More fully utilize current facilities (NVC)	• Increase Regional Career Awareness Education including Career Ladders Explore ways to better utilize Simulation Center for medical programs. • Explore dual enrollment option
• Need more fully developed career pathways consisting of courses and training programs based on high priority industries.	• Develop appropriate career pathways and rewrite curriculum and assessments whenever possible to better prepare students .
• Need to continuously communicate and collaborate with agencies involved in career pathway and sector strategy initiatives	• Ensure pathways are aligned at all levels. Fully participate in WIB sector strategy initiative. Based on labor market information (LMI), sector strategy and career pathway initiatives and employers, determine which jobs we need to train students for currently and in the future
• Include computer skills development as part of curriculum in all CTE course work, e.g. medical training programs.	• Rewrite medical training curriculum as appropriate to include basic computer skills according to industry needs; include technical skills component in all curriculum development (including assessment rubrics and professional development.
• Ensure that all CTE students have access to computer lab, tutoring and other services	• Incorporate Learning Lab/Tutoring, and other support services into orientation and counseling support system
• Shortage of qualified teachers available to cover entire region including Napa State Hospital	• Explore ways to recruit additional teachers, share teaching staff regionally, employ blended learning and distance learning strategies, as appropriate

• Need to include employability skills training within CTE programs to better prepare students for work-based learning and jobs	• Engage employer community more fully and connect students to workplace via job shadowing, internships and/or job coaching programs to gain the employment experience. Bring employers and mentors into classrooms to speak with students, be on mock interview panels, etc.
• Need for courses and training programs to fill current job needs in Healthcare, Hospitality, Manufacturing industries; Trades, including Construction; and Professional Business Services.	• Provide training to counselors in using Labor Market Information (LMI) to recruit students. Connect with WIB and WIOA goals to provide innovative training and career pathways that support a living wage in this expensive-to-live area. Use "Occupational Outlook" and other labor market guides to incorporate wage information into course information and outlines. Provide training to counselors in using Labor Market Information (LMI) to recruit students.
	• Develop and implement courses to fill current local job needs in Healthcare, Hospitality, Manufacturing industries; Trades, including Construction; and Professional Business Services.
• More contextualized English and Math curriculum to support CTE students with low skills	• Contextualize basic skills and Career development skills when aligning classes
• Lack of career counseling and assessment at all levels	• Develop and implement system for including career counseling and assessment for all students. Incorporate Naviance or other electronic system; hire and train additional counselors
• Need to be sure that all CTE students are informed about Career and Computer Lab/Tutoring services	• Incorporate Learning Lab/Tutoring, and other support services into orientation and counseling support system
• Need business & industry representatives to engage students through mentoring, speaking, mock interviews, job shadowing, internships to improve recruitment and retention	• Increase partnership participation and collaborate with Career Pathways Trust grant, NVUSD/NCOE Career Technical Education and work-based learning collaboration, WIB Strategic Plan, Workforce Innovation and Opportunity Act, Perkins, and NETC (Napa Education & Training Coalition) to participate in

	consolidated efforts to bring employers into the learning process
• Transportation is a challenge for American Canyon and Calistoga students	• Work with city and transportation system to explore possible transit solutions. Explore alternative methods of transportation as well as on-line blended learning and independent study options. Explore need for satellite centers
• Provide collaborative system of assessing, placing, defining benchmarks for success and tracking student progress through career pathways	• Implement system for tracking student success as part of career pathway development, Student Educational Plan (SEP) and counseling/feedback system.
• Need to align course learning outcomes and assessments with employer needs of local community	• Align assessments, based on state and local requirements, and delineate clear definitions of service and benchmarks for success • Explore Work Keys assessment system and labor market information to support course design as well as student learning outcomes

RESOURCES NEEDED:

Staffing, time, funding

AREA E – APPRENTICESHIPS

DESCRIPTION OF THE GAP	STRATEGIES TO ADDRESS GAPS
• Geographical Gaps: Yountville, Upper Valley, Berryessa and American Canyon are underserved	• Engage underserved area representatives to determine needs. Provide additional opportunities for apprenticeships in these areas as part of our over-all apprenticeship and pre-apprenticeship design
• Lack of apprenticeship programs and opportunities	• Capitalize on current interest and efforts through Napa County Office of Education, NVUSD, NVC and WIB to provide pre-apprenticeship programs and opportunities to students.

• Lack of sites for internships and work-based learning opportunities and a lack of job shadowing opportunities as an entry to apprenticeship programs	• Work collaboratively to coordinate efforts to explore additional internship, job shadowing, and other work-based learning support and sites an develop pre-apprenticeship programs

RESOURCES NEEDED:

1. Staffing, time, funding, cooperation from the CA DIR to expand apprenticeship programs

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #5: PLANS TO EMPLOY APPROACHES PROVEN TO ACCELERATE A STUDENT'S PROGRESS TOWARD HIS OR HER ACADEMIC OR CAREER GOALS.

Various practices will be utilized to accelerate a student's progress towards his or her academic and career goal. Currently, information is being gathered through literature review, online resources and studying and visiting exemplary programs. Examples include: bridge programs designed to accelerate the learning process through enrolling students in linked or clustered classes taught in a cooperative setting between instructors within the adult education and college; linking two levels of math or English courses and compressing the time; integrating reading and writing classes; contextualized learning and competency-based learning. Information on specific teaching methodology to accelerate learning will be integrated into the model as well. Examples to this point include project based learning, teaching to learning styles and addressing multiple intelligences.

Work groups will identify best practices in accelerated learning and identify classes and/ or programs to implement. Benchmarks for academic success will be identified along with developing outcomes and assessment processes. Data collection and the implementation of a shared tracking process will assist in determining the most effective practices and fine tuning the model.

For accelerating students' progress, the Consortium's work groups have identified the following considerations and strategies across the five program areas. Tasks for implementation are identified in Table 5.1. Strategies include:

1. Accelerated learning: compressing courses into shorter, more intensive terms.
2. Competency-based learning: individualized instruction based on a student's need for specific and focused real-life skills.
3. Contextualized learning: putting basic skills content into the context of a student's goals and career path.

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #6: PLANS TO COLLABORATE IN THE PROVISION OF ONGOING PROFESSIONAL DEVELOPMENT.

Faculty and staff who are equipped with the skills, knowledge, and support required to deliver high-quality instruction through classroom support strategies are critical to the effective implementation of the Consortium's plan. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout Napa County. Faculty, staff, and administration from Napa Valley Adult Education and Napa Valley College, along with community academic and workplace partners, will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and the improvement of student outcomes.

Collaborative professional development plans will be adopted to address the following content areas with corresponding formats and methods for most effective delivery of professional development activities.

IDENTIFIED PROFESSIONAL DEVELOPMENT CONTENT AREA NEEDS:

- How to contextualize instruction so that students see the connection between basic skills and academic or vocational content
- How to restructure class content so there are multiple entry and exit points
- How to develop English language methodology and techniques for ESL teachers
- How to integrate 21st century skills and Project-Based Learning into a life-skills, CTE or academic curriculum
- How to teach a multi-level and/or multilingual class (ESL, ABE, CTE) using differentiated instruction.
- How to maximize the use of technology in classroom instruction e.g. streaming videos, Google Docs, presentation software, cell phone strategies, etc.
- How to incorporate the use of technology and/or interactive exercises
- How to conduct collaborative classroom learning (e.g. Cooperative Learning techniques, pair and partner work, flipping the classroom/hybrids etc.)
- How to effectively integrate Common Core and Career and College Readiness Standards into instruction
- How to focus instruction on transitions, provide relevant information, assess students' progress towards transitioning, and track outcomes
- How to conduct "close reading" in the classroom and related text-dependent strategies to facilitate academic reading
- How to continually include business in the professional development process; utilize their periodic input to address trends and needs

IDENTIFIED TRAINING NEEDS

- Train non-ESL faculty who are working with transitioning ESL students in the use of successful ESL strategies
- Train NVC faculty on NVAE requirements, procedures, learning environment, etc., and vice versa
- Train teachers on advising students on how to pursue further education and career goals (including access to resources)
- Train teachers on new student assessments, mandates, initiatives, legislation, etc. related to student success
- Providing ongoing, current, relevant research
- Provide cross curricular professional learning communities (PLCs)

FORMAT AND METHODS FOR PROFESSIONAL DEVELOPMENT

- Offer joint professional development for NVAE and NVC faculty (and possibly others) where relevant. Hold professional development at both organizations periodically. May take form of a "Professional Development Institute" held at regular intervals
- Work collaboratively on aligning curriculum to extent feasible
- Facilitate peer-to-peer visits to reciprocal campuses to observe classes, students, teaching approaches, etc. Follow up with regular de-brief sessions. Use a common class observation tool
- Use I-BEST approach (Washington State) in vocational classes to teach ESL/basic skills and work-skill content simultaneously (in a team-teaching format)
- Provide structured mentoring for all struggling faculty
- Explore and provide training on the use of tools for online PD (e.g. Blackboard, Moodle, webinars, podcasts, etc.)
- Encourage faculty from both institutions to provide workshops on areas of special expertise
- Introduce teachers to online resources (e.g. OTAN, CALPRO, etc.)
- Compensate staff for professional development sessions; e.g. "Earn While You Learn" model from Foothill College's Krause Center for Innovation to integrate lesson planning into PD sessions. Teachers then present their learning (Project-based learning)
- FOLLOW UP on all professional development offerings! Observe teachers doing what they learned. Assess their effectiveness through classroom observations.
- Assess the impact of professional development offerings on teachers, students and the organization's overall outcomes
- Develop a system to integrate our workshops into professional development systems at district and college (CEU – Continuing Education Units).
- Take advantage of regular Napa County Office of Education Technology training

- Integrate the needs of our community partners into our regional professional development offerings
- Ensure professional development offerings reflect needs of education and community partners.
- Offer self-paced learning formats via a digital platform (e.g. modular approach)

In the course of planning the AB 86 reform, we have collaborated with several agencies and/or regional partnership that share our student customer. We are in the process of following the steps below to partner with and enhance the efforts of all of the relevant stakeholders.

Steps to building and maintaining working partnerships:

1. Getting to know each other's customers, products and services and the way we do business, what we are rewarded for doing, outcomes expected, and strengths, weaknesses, challenges and opportunities.
2. Mapping these services to understand where we share customers, products, services, outcomes, resources, and understanding who does what best…beginning to develop a common language and definition of terms.
3. Getting to yes – the places we can each help the other benefit in some way to the mutual benefit of the student.
4. Co-locating, collaborating, consolidating choices.
5. Reengineering services and processes
6. Re-enforcing our efforts through policy alignment and mutual professional development
7. Seeking ongoing customer (student, employers, community) feedback and continuous system improvement

The Consortium will expand on a Partnership Model currently in place between Workforce Napa (WIB) and community partners including Napa Valley Unified School District/Adult Education and Napa Valley College. This current MOU articulates a commitment to integrated services, communications and information systems related to One-Stop Career Services.

The Napa Valley region has a strong network of community agencies and resources that provide direct services to adult education and career training, and/or work with NVAE and NVC in support of student success. This Regional Comprehensive Planning process has brought together these community partners in a collaborative process in an effort to leverage existing services and develop new partnerships and services. The following list identifies community partners and programs:

Napa County Library Literacy Center – www.countyofnapa.org/library/literacy - Provides adult literacy tutoring services to help adults achieve their literacy skills in basic listening, speaking, reading and writing skills. "Restorative Literacy" - Napa County Library, the Napa County Department of Corrections, the Napa County Probation Department, and Napa Valley Adult Education have partnered to provide GED classes to inmates at the jail, and for probationers at the library.

American Canyon Family Resource Center - www.americancanyonfrc.org – Offers classes, programs and services in support of parents being self-sufficient and successful in their family,

education and career. Programs are provided geographically throughout the county. A Resource and Referral Counselor is co-located at Napa Valley College. The Sparkpoint Program (United Way) offers assistance with job search.

The Learning Oasis – www.thelearningoasis.com- Provides career resources, education and guidance, and offers career technical training, particularly in healthcare as well as leadership, management and entrepreneurial training.

Puertas Abiertas Community Resource Center – www.puertasabiertasnapa.org – Works hand-in-hand with Latinos to inspire and achieve healthy living, self-sufficiency, and opportunities for leadership and community engagement. This includes community outreach, services to immigrants, ESL classes and a self-paced adult education program.

Queen of the Valley Medical Center – www.thequeen.org - Works with the Department of Rehabilitation, offering classes and program services to support clients in becoming employable, and successful on the job. "On the Move" Parent University program provides parents with the tools and knowledge necessary to become more involved in their children's education.

Department of Rehabilitation –www.rehab.cahwnet.gov- Provides employment and independent living resources for people with disabilities. The Napa County Department works closely with WorkForce Napa and other community agencies to provide full spectrum services for education and career training.

Napa State Hospital – www.dsh.ca.gov/napa - Napa Education Center provides basic adult education, adult literacy and GED preparation programs and serves younger adults, under 22 years of age, in Special Education classes.

St. Helena/Calistoga Family Resource Center - www.calistogafamilycenter.org - Provides programs and services directed at the health, well-being, education and financial self-sufficiency of families in the Upper Napa Valley.

Napa County First Five - www.first5napa.org - A strategic funding partner with local non-profit organizations and government agencies, First 5 helps grow and sustain innovative programs and services, expanding the capacity of service providers to strengthen the children, families and overall community.

Napa Valley Vintners Association – www.napavintners.com - The "Early Learning Initiative" provides bilingual family literacy, English language development, parent education, iPad instruction and kindergarten readiness services.

Moving Forward Towards Independence - www.moving-forward.org - Offers job readiness, along with Transitional and Community Living Programs to adults with disabilities. Moving Forward partners with Napa Valley College, the Department of Rehabilitation, Napa Valley

Support Services, North Bay Regional Center Support, "Voices" and County Mental Health Services.

National Electrical Contractors Association - www.norcalneca.org - Provides a 5-year electrical apprenticeship program.

Napa-Lake Workforce Investment Board - Project Now - www.workforcenapa.org- The Napa-Lake Workforce Investment Board (NLWIB) has received a grant from the State of California to develop and provide a new set of integrated services to at-risk businesses and their workers who have been adversely affected by the August 24, 2014 "South Napa Earthquake". These integrated business services will be based on best practices and will be designed for the purpose of saving jobs and business, preventing layoffs whenever possible and providing important career and employment services to affected workers. A few days after the earthquake, Napa County officials estimated the damages at $362 million, including building infrastructure and economic loss.

With emergency grant funds, WIB has developed a response which will hire (or facilitate the hiring of) two FTE Business Resource Coordinators for an 18 month period. Their role will be to:

1. Develop an inventory of business resources in the Napa region.
2. Work with the business community in the Napa region to conduct initial triage, surveying and coordinating work to determine the extent of economic and employment-related damages and to link the appropriate business and career resources.
3. Develop systems and protocols for business services that will be both effective and sustainable.
4. Meet with and refer affected workers to the WorkforceNapa One-Stop Career Center where they can receive a range of services.

Another strategy the Napa-Lake WIB will utilize is an Employer Advisory Board and Rapid Response Network (EARRN), composed of representatives of the following entities:

- Napa Chamber of Commerce
- American Canyon Chamber of Commerce
- City of Napa, Economic Development Department
- City of American Canyon, Economic Development Department
- County of Napa, Economic Assistance Branch
- Napa Unified School District and Adult Education
- Napa Valley College, and Small Business Development Center
- Area Trade Associations (Napa Downtown Business Association & Vintners Association)

Best Practice for Napa Valley Regional Consortium Workgroups

Workgroups Research on Best Practices Format

Workgroups Research to date

Napa Valley Consortium Student Survey

Table 1.1A – Consortium Members: Evaluation of Existing Adult Education Programs Offered

Table 1.1B – Total Dollar Amount by Funding Source for Consortium Members

Table 2 – Evaluation of Existing Adult Education Enrollment

(Tables 1 and 2 are also attached as excel documents, as required)

Table 3 – Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Table 4 – Implementation Strategies to Address Identified Gaps

Table 5 – Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals.

Table 6 – Current Professional Development Plan

Table 7 – Leverage of Existing Regional Structures from Partners

Napa River Graphic [enlarged]

BEST PRACTICES FOR NAPA VALLEY REGIONAL CONSORTIUM – AB86

Please note that pages in parentheses refer to the Poppy Copy which can be found on the Napa Valley Adult Education Website under "References – Best Practices" located at: http://bit.ly/1y9uFui

Accelerated Learning Programs (These are not described in the Poppy Copy)

Math-**Los Angeles Valley College**- Contacts Adam Littig, (818) 947-2589 or littigah@lavc.edu or Luz Shin at 818-947-2393 or email: shinlv@lavc.edu

Math– **Pasadena City College's Math Jam** offers an intensive two-week, free, non-credit pre-algebra course to jumpstart algebra. Students study from 9am-3pm five days a week. C**ontact Brock Klein at bmklein@pasadena.edu.**

English-**Lassen College**- Contact Cheryl Aschenbach at (530) 257-6181 or caschenbach@lassencollege.edu

English-**College of the Redwoods**-Contact David Holper 1-800-641-0400 or dholper@redwoods.edu

English-**Mesa Community College's** English Dept's Accelerated Learning Program (Mesa, AZ). Contact: Andrea Osteen-Chinn at (480) 461-7601 or email osteenam@mesacc.edu

English – Accelerated Developmental English. **Los Positas College.** Contact Karin Spirn, English Dept. Coordinator at 925.424.1219.
http://3csn.org/developmental-sequences/spotlight-chaffey-college/spotlight-laspositas/

ESL-**Palomar College**- Contact Lawrence Lawson, ESL Coordinator at: llawson@palomar.edu

ESL-**Laney College**/Peralta CCD (Accelerated ESL Program) Dr. Sedique Popal, College of Alameda (510) 466-7200
http://www.laney.edu/.../New-Peralta-**ESL**-Curriculum-ED-Committee-Presentation.pdf

For more info: http://web.peralta.edu/accelerated/acceleration-in-esl/

ESL – Mira Costa College (ESL Transition Program) – Students enroll for 12 hours a week for nine weeks for a total of 108 hours per semester. Contact Ruth Gay (rgay@miracosta.edu) Kathleen Laughlin (klaughlin@miracosta.edu) or Krista Warren (kwarren@miracosta.edu).
For more information:
http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/RITransitions.pdf

Non-Credit ESL Accelerated - **City College of San Francisco**. A seven-year longitudinal study of non-credit ESL students at CCSC found that 31 percent of students who took accelerated non-credit courses transitioned to credit courses, compared with eight percent of all non-credit ESL.
for more information: http://daphne.palomar.edu/lchen/CATesoL08SharonSeymour.ppt

ESL Credit Program – City College of San Francisco.
For more information about the ESL credit program, call the Ocean Campus ESL Coordinator, Erin Lofthouse, at 239-3427or the ESL Department Office at 239-3003.

EdREADY/OTAN Adult Ed Pilot Program
Teacher/Classroom digital resource for teaching academic subjects. 5700 free videos in 13 academic subject areas. Currently OTAN is piloting a year-long project with 3 adult schools implementing the use of EdReady. It is expected that OTAN will provide data in the form of an online reporting process with the participants along with documentation on promising practices using EdReady for adult learners.
For more about EdReady, Developmental English, HippoCampus and other projects:
http://theNROCproject.org for non-members; http://NROCnetwork.org for members. See also http://www.nrocnetwork.org/early-member-experience-edready-hawaii-and-south-carolina for use studies (may require log-in). Recorded webinar is here: http://vimeo.com/107855249.

Non-Credit - **Mira Costa College**. Noncredit ESL Department, Short Term Vocational Department, and Other Noncredit Department. Contact Ruth Gay (rgay@miracosta.edu) Kathleen Laughlin (klaughlin@miracosta.edu) or Krista Warren (kwarren@miracosta.edu). For more information: http://catalog.miracosta.edu/continuingeducation/noncreditcourses/

Others:

Berkeley City College
Butte College-Leslie Henson
Chabot College- Katie Hern

Fullerton College-Jeanne Costello and Kim Orlijan

Irvine Valley College- Summer Serpas
Los Medanos College
San Diego Mesa College

Basic Skills (Not described in Poppy Copy)

Norco College- Summer Advantage (Riverside Community College Distric): Placing students with below college level skills in summer workshops in math and English. This allowed them to participate in instruction, create a beginning Student Educational Plan and be placed in appropriate level English and math class for fall. Contacts are Anita Shirley, Greg Aycock, Melissa Bader, Diane Dieckmeyer, Monica Green, Bob Prior. Phone number: (951) 739-7856. For more information see website:
http://www.norcocollege.edu/summeradvantage/Pages/index.aspx

Lane Community College - Creating a GPS (Guide for Personal Success) for At-Risk Students-model for collaborative relationships with adult schools and high schools, 411 information sessions for incoming students, summer and freshman transition programs, extended orientations, basic skills linked pathways and learning communities. The Lane GPS Navigation feature will allow students to track their progress in courses and credits toward their degrees and certificates, along with their intellectual journey and curricular and co-curricular (High Impact Practices or HIPs). For more information: http://www.aacu.org/publications-research/periodicals/lanes-gps-guide-student-learning-engagement-and-navigation

Santa Barbara City College – Dual Enrollment. Contact Diane Hollems, Dean of Economic Development. NVC – Beth Pratt.

Northern Illinois University – How NIU fosters Engaged Learning (EL) through creating an environment where students invest time and effort, interact with faculty and peers about substantive matters, experience diversity, respond to more frequent feedback, reflect about and integrate learning, and discover the relevance of learning through real-world applications.
For more Information on High Impact Practices, see also:

http://niu.edu/plus/_pdf/models/PLUS%20HIP-EL%20Options%20-%2003.17.2014.pdf

Mt. San Antonio College- RoadMap to Student Success Project: "The Roadmap Project aligns locally with the recent recommendations from the California Community Colleges Student Success Task Force, which focus on career readiness, strengthening student support, improving education of basic skills students, and aligning course offerings to meet the needs of students."

Contacts- Patricia Maestro, Anabel Perez, Tannia Robles, Lina Soto, Tom Mauch, Audrey Yamagara-Noji. For more information see:
http://www.aacu.org/publications-research/periodicals/mt-san-antonio-college%E2%80%94roadmap-student-success-project

El Camino and Contra Costa College- Career Academies to transition students to college through bridges to career pathways for underserved students lacking basic skills. Contact-Naomi Tokuda, El Camino and Randy Tillery, Contra Costa.

El Camino's The Career Advancement Academy is a one-year training program in high demand industries. The CAA combines technical skills, workplace readiness workshops, and academic skills. Students can earn up to seven certificates and attend a job fair with their partner employers. Website: http://www.elcamino.edu/academics/indtech/career-advancement-academy/index.asp

Learning Communities (See pages 77-79)

Mt. San Antonio College's Bridge Program – Contact Anabel Perez, Learning Communities Counselor/Coordinator at aperez@mtsac.edu or Lyssette Trejo-Espinoza, Learning Communities Counselor at ltrejo@mtsac.edu. Website: http://www.mtsac.edu/bridge/

Santa Ana College (SAC) Freshman Experience Program – Helping new students succeed in college. Contact Steve Bautista (Bautista_Steve@sac.edu) or call (714) 564-6873. Website: http://www.sac.edu/StudentServices/Counseling/FreshX/Pages/default.aspx

For **Freshman Experience Learning Communities** at Santa Ana College: http://sac.edu/CatalogAndSchedule/Documents/2013-2014/SAC_Spring_2014_Freshman_and_Learning.pdf

Fullerton College Transfer Achievement Program-
http://tap.fullcoll.edu/TAP%20Web%20controll/index.htm
Math – Scott Malloy (714) 992-7262 smalloy@fullcoll.edu;   English – Richard Levesque (English) at (714) 992-7594 or rlevesque@fullcoll.edu

DeAnza's Math Performance Success (MPS) – A team of instructors, counselors and tutors work closely to provide a supportive environment for students. Contact Hermino Hernando (408) 864-8851 or 864-5856. Website: https://www.deanza.edu/mps/

Grossmont College's Project Success – According to their website, "**PROJECT SUCCESS STUDENTS** complete more units than other students; earn higher GPAs than average freshmen; experience a greater sense of academic involvement by being part of a group."   Student testimonials are available on their website. Contact Joan Ahrens, Project Success coordinator at Joan.ahrens@gcccd.edu . Website: http://www.grossmont.edu/english/ProjectSuccess.html

Cuyamaca College Bridge Classes – A first year success program. Contact Cindy Morrin, PDC Dept. Chair at (619) 660-4438 or cindy.morrin@gcccd.edu. Website: http://www.cuyamaca.edu/summerbridge/FYSP.asp

Cerritos College's Learning Communities Program (LCP) "Dare to Learn". Contact Lydia Alvarez at lalvarez@cerritos.edu or (562) 860-2451.

College of the Sequoias – First Year Experience Program and Learning Communities
Website: http://www.cos.edu/StudentServices/StudentSupportServices/FYE/Pages/default.aspx

Math Learning Community: Contact George Woodbury at (559) 737-4863.

English: Contact Edgar Sense (559-737-6161

Solano Community College: Learning Communities have been in existence at SCC for the past 25 years.
Contact Melissa Reeve,(707) 864.7000.
For further information see website:
http://www.evergreen.edu/washingtoncenter/institute2014/campuses/solanocc.html
Scroll down for list of team members and program history and rationale.

Cabrillo College - **Academy for College Excellence (ACE)** (previously "Watsonville Digital Bridge
Academy) at Cabrillo College. Contact:
Contact Diego James Navarro (Founder and Faculty) and Dianne Sigmann (Interim Program Director
and Faculty). 831-477-3340. Website: http://www.cabrillo.edu/academics/ace/

Integrated Reading & Writing Programs (See pages 79-80)

Grossmont College's English Writing Center. Contact Learning Skills Coordinator (English Dept.) Cathy
Harvey (619) 644-7494. Website: http://www.grossmont.edu/ewc/

Butte College Reading and Writing "**Center for Academic Success**" (CAS):. Contact Miya Squires, CAS
Coordinator at squiresmi@butte.edu or call (530) 895-2811. Website: http://www.butte.edu/cas/

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Chabot College's Learning Connection Center: Contact Jane Wolford, Learning Connection Program
Coordinator (jwolford@chabotcollege.edu) or call 510-723-6680.
Website: http://www.chabotcollege.edu/LearningConnection/
See also: http://cap.3csn.org/developing-pilots/integrated-reading-and-writing/

Los Angeles Valley College Writing Center. (818) 947-2810. Website:
http://www.lavc.cc.ca.us/writingcenter/classes.html

El Camino College Writing Center (310) 660-3873. Website:
http://www.elcamino.edu/academics/humanities/writingcenter/index.asp

Pasadena City College Writing Center . Contact Prof. Lee at (626) 585-7637 or email
rdlee@pasadena.edu. Website: http://www.pasadena.edu/divisions/english/writing/

Project-based Learning

Suggested someone needs to contact **Tammy Hollaway at NCOE**, an expert in PBL. NVUSD implemented PBL for past 3-4 years. NVAE has implemented in ESL, CTE successfully and is in implementation stages with ABE & HS. Utilize our own resources – Peggy Squire, Coordinator.

Buck Institute, Novato. Contact Claire Adams, Senior Administrator. Website: www.bie.org.

ESL/ELL
Cypress College- a program for non-native English learners to get appropriately placed into English classes. The key component of the program cross-training between English faculty, ESL instructors and student services professionals. Contacts are Sarah Jones at (714) 484-700 or via email at sjones@cypresscollege.edu. Also, contacts include: Jessica Nelson and Kathy Wada.

Career Technical Education (CTE)

El Camino and Contra Costa College – Career academies to transition students to college through bridges to career pathways for underserved students lacking basic skills. Contact Naomi Tokuda, El Camino at 310-660-3589.
For more information: http://www.eccunion.com/news/2012/09/06/ec-offers-low-cost-vocational-training-for-growing-job-markets/
El Camino website: http://www.elcamino.edu/academics/indtech/career-pathways/index.asp

IMPAQ International (public policy research firm) and the **Career Ladders Project**, brings together educators, workforce experts, employers and community partners to align college based training programs with employer and industry needs. Contacts IMPAQ, Raquel Sanchez; Career Ladders- Luis Chavez and Theresa Fleischer Rowland. IMPAQ (Oakland) 510-597-2400. See website: http://www.impaqint.com/

Mt. Diablo Adult and Career Education
Mt. Diablo AE has excellent strategies to help transition CTE students into the workplace or college program. All of their CTE programs have a resume and interviewing component built in so that at the completion of the course, each student has a mini portfolio to move forward with. The CTE program has a placement advisor.   Expert teachers on staff teach in the Administrative Business Program and work with the other CTE teachers in PLC's to teach them how to teach resume and interviewing techniques. This strategy would work well at NVAE and could easily be coordinated in our CTE PLCs. Contact Joanne Durkee, Director of Adult and Career Education, Mt. Diablo (925) 685-7340. durkeej@mdusd.k12.ca.us. P. Garramone (NVAE) spoke to Kelly Flanagan in CTEC).

Renton Technical College (Washington State). **IBEST Program (Integrated Basic Education and Skills Training)**. Clear educational pathways and career ladders information (Washington State Board for Community and Technical Colleges).
For more information see their website:
http://www.sbctc.edu/college/e_integratedbasiceducationandskillstraining.aspx

Pre-Apprenticeship Programs -   NVC's Beth Pratt to investigate several programs she is aware of.

San Mateo Community College – The College Gateway Program, cites its' public/private partnership among colleges, workforce systems, CBO's, and two foundations as a key feature in a program that prepares low-skilled individuals for college-level work in biosciences and allied health. [No information located online regarding this program].

Adult Ed Sector Collaborative Program (ACCEL) –

Adult-Education College & Career Educational Leadership (ACCEL) – San Mateo carrying out the work of AB86. http://accelsmc.org/

Counseling/Student Support

Central New Mexico Community College has a comprehensive student support system called "The Breaking Through Initiative" featuring achievement coaches to help with course selection, academic advice, personal counseling, getting bus passes, textbooks, finding housing/clothing and peer mentors, financial aid, and campus resources. [11.18.14 - Could not locate information on this program at CNMCC]

Breaking Through Initiative -- Jobs for the Future: Nate Anderson, Program Director. (617(728-4446 x 213 or email nanderson@jff.org. Website: http://www.jff.org/initiatives/breaking-through. According to website: "This initiative breaks through the barriers that get students stuck in remedial education and accelerates them through pathways to credentials. Breaking Through works with state-level college networks in: Kentucky, Michigan, North Carolina, Texas and at Native American Tribal Colleges (Oklahoma, Minnesota, Montana, North & South Dakota)."

Technology (See page 83)

Santa Monica College – Calibrated Peer Review Program: See website: http://www.smc.edu/TechnologyResources/Pages/Calibrated-Peer-Review-(CPR).aspx

Tracking Systems

West Ed.-Using Cal-Pass Plus to track students. Contacts-Ken Sorey and Kathy Booth-West Ed
For more information: http://www.wested.org/ or   https://www.calpassplus.org/

Tutoring/Student Success Centers (See page 81)

Butte College Reading and Writing "**Center for Academic Success**" (CAS):. Contact Miya Squires, CAS Coordinator at squiresmi@butte.edu or call (530) 895-2811. Website: http://www.butte.edu/cas/

Chaffey College's College Multi-Disciplinary Student Success Center. (909) 652-6932.
Library guide on this center: http://libguides.chaffey.edu/multisc
All Chaffey Success Centers: http://libguides.chaffey.edu/successcenters

Foothill College's "Pass the Torch". Contact Robert Garcia at (650) 949-7358. Website:
http://www.foothill.edu/services/torch/   NVC Rebecca Scott

San Jose City College's Writing Tutors Program – **Reading and Writing Center**. Contact Leslie Rice at
(408) 288-3075 or leslie.rice@sjcc.edu.   Website:
http://www.sjcc.edu/current-students/on-campus-resources/reading-and-writing-center

North Orange Community College Literacy Program

Monterey Peninsula College's English Study Skills Center

Sierra College's Student Success Program

Saddleback College

Professional Development

Chaffey and Las Positas College- Transforming colleges through integrative professional development.
Contacts: Cindy Walker-Chaffey and Lisa Everett, Las Positas

WORKGROUP RESEARCH ON "BEST PRACTICES" FORMAT

We are currently working on completing the next draft of the AB86 Comprehensive Regional Plan, due on December 31, 2014. In order to do this, we have identified several best practices. Please research the strategy or best practice by responding to the questions below. As you ask the questions, consider that your next task will be aligning the curriculum of NVAE and NVC. Please be concise in the information you provide; bullets will suffice. The completed form is due to Rhonda Slota or Rebecca Scott by December 8.

STRATEGY/BEST PRACTICE: _____

CONTACT (if available): _____

1) Give a brief description of the strategy. What are the core components of the strategy? Would this strategy work well in the Napa Valley adult education community? Why?

_____

_____

_____

_____

_____

2) With regard to the strategy, briefly describe what works, what results have been observed, and what challenges exist. Cite data if available.

_____

_____

_____

_____

3) What would we need to do in order to implement this strategy in our community? What training is required? From whom did the contact organization get its training?

_____

_____

_____

_____

4) What resources would we need (e.g. what facilities, equipment, supplies, staffing, professional development, etc.)?

_____

_____

_____

_____

5) Is there any other information we should know?

_____

_____

_____

_____

AB86 Consortium, Napa Valley
Workgroup Research

Please divide up the research items below among your workgroup members. As you ask the questions on the "Workgroup Research on Best Practices" sheet, focus on the issues noted below. You may have to do further web research to get to the right person in the organization. Please contact Marilyn Knight-Mendelson at (707) 738-3428 if you have any questions.

ASE

The Breaking Through Initiative
Contact: Nate Anderson, Program Director, Building Economic Opportunity (617) 728-4446 ext. 213
nanderson@jff.org

Ask about:
- ➢ Student support system
- ➢ Role of case managers
- ➢ Information and referral navigators
- ➢ Tutors and peer mentors
- ➢ Training of staff
- ➢ Competency - based instruction
- ➢ Modularized learning and curriculum

Mt. San Antonio College
Contact: General Number (909) 275-7500; Student Services (909) 275-4290

Ask about:
- ➢ Collaboration between adult schools and high schools in their area
- ➢ Information sessions for students
- ➢ Transition programs
- ➢ Basic skills and how career pathways are linked

Pasadena City College
Contact: General Number (626) 585-7123

Ask about:
- ➢ "Math Jam" – intensive 2-week non-credit pre-algebra course

AB86

Napa Valley Workgroup Research on "Best Practices" ASE

The Breaking Through Initiative

Contact Nate Anderson, Program Director

1. **Give a brief description of the strategy. What are the core components of the strategy? Would this strategy work well in the Napa Valley Adult Education community? Why?**

Mr. Anderson directed me to the web site http://www.jff.org/initiatives/accelerating-opportunity

There is a wealth of information on this site.

Areas stressed:
- Working closely with WIB, Community Based Organizations, industry and education in the area
- Prepare students for what is actually required in a job prior to starting that path - any type of curriculum such as digital curriculum, virtual academies, job shadowing and internships to familiarize students with career are very important.
- Integrated pathways- integrating basic skills education and career technical/occupational training for credit with clear connections between program levels and subsequent tiers of employment. Team teaching works well, but it is essential that those two teachers work well together. It has to be a functional marriage or it can go terribly wrong

- There was a mixture of skill levels. Students were not told they had "low skills" or that they could not attain a program because of the their skill level instead they were told they had been identified as qualifying for a program that identified them as a person with "the potential to succeed in a specially funded program"

- Case management - bachelor's level professional who becomes a "one-stop" resource for students. Ratio of 20 to 1, and no more than 40 to 1.

- Celebrate the successful completion of a program with a ceremony, ie. graduation for GED and certificate programs

- Given our rural nature he thought we should look at program at Walla Walla Community College since it has a geography and demographic similar to ours

2) With regard to the strategy, briefly describe what works; which results have been observed; and what challenges exist

- Short turn around to gaining some sort of certificate or some sort of stackable credential, such as CNA and phlebotomy
- They did not have an issue with persistence since students saw themselves advancing
- Team teaching. Again making sure it is a good match of teachers.
- He really advised looking at the web site. I did look at it and there is a great deal of information. Look at the programs in Washington State.
- There are also units to introduce students to CTE courses and prepare students for further education in their chosen field.
- We are currently researching more digital curriculum to help further student knowledge of CTE courses. This way, students could possibly earn certificates, which would allow them to both enter, and make progress, in CTE courses.

ABE86 Consortium, Napa Valley
Workgroup Research

Please divide up the research items below among your workgroup members. As you ask the questions on the "Workgroup Research on Best Practices" sheet, focus on the issues noted below. You may have to do further web research to get to the right person in the organization. Please contact Marilyn Knight-Mendelson at (707) 738-3428 if you have any questions.

ESL

Cypress College
Contact: General Number (714) 484-7000
Contacts: Sarah Jones, Jessica Nelson, Kathy Wada
Ask about:
  ➢ Appropriate placement for ESL students via cross-training of English faculty, ESL instructors and student service professionals

City College of San Francisco
Ask about:
  ➢ Accelerated non-credit courses for ESL students in order to transition to credit courses
  ➢ Modularized learning/curriculum

Mira Costa College, CA
Contact: Community Learning Center (760) 795-8710
Ask about:
  ➢ Accelerated learning in their "ESL Transition Program."

San Diego Community College Continuing Education
General Number: (619) 388-6500

Contact: Corle Huffman, Basic Skills Instructor

Ask about:
- ➢ I-BEST contextualized learning program
- ➢ I-BEST vocational ESL (VESL) class

AB86 Regional Consortium – Napa Valley

WORKGROUP RESEARCH ON "BEST PRACTICES"

We are currently working on completing the next draft of the AB86 Comprehensive Regional Plan, due on December 31, 2014. In order to do this, we have identified several best practices. Please research the strategy or best practice by responding to the questions below. As you ask the questions, consider that your next task will be aligning the curriculum of NVAE and NVC. Please be concise in the information you provide; bullets will suffice. **The completed form is due to Rhonda Slota or Rebecca Scott by December 8.**

Laney College/Peralta CCD (Accelerated ESL Program)

STRATEGY/BEST PRACTICE: 4 Level A/B System

CONTACT (if available): Dr. Sedique Popal, College of Alameda (510)466-7200

1. Give a brief description of the strategy. What are the core components of the strategy? Would this strategy work well in the Napa Valley adult education community? Why?

   The 4 Level A/B Systems offers 2 ESL tracks, track A and B. Within each track, there are four levels of ESL (high beginning, intermediate, high intermediate and advanced).The purpose of having 2 tracks is to provide flexible acceleration. For example, students advancing quickly, complete the four levels in track A. Students advancing slowly, complete the four levels in track B. Track A students can move to track B if they are having a difficult making the jump or adjusting to a higher level. Students can return to track A when ready. Within each of the four ESL levels, core classes are offered in reading & writing, listening & speaking and grammar. Elective courses are also available.

   I think this strategy would work well, in fact, it's more comprehensive than the current system at NVAE because the 4 Level A/B system offers a specific strategy to deal with different rates of progress and it offers support for students having trouble adjusting to higher levels of ESL.

2. With regard to the strategy, briefly describe what works, what results have been observed, and what challenges exist. Cite data if available.

   (In progress) As of 12/9/14, I have not heard from my contact person.

3. What would we need to do in order to implement this strategy in our community? What training is required? From whom did the contact organization get its training?

> Currently, at NVAE we use CASAS reading tests as a placement tool. We would need to explore other testing tools since a reading test won't tell us much about students' oral skills. Targeted testing tools would render more accurate placement of students.

4. What resources would we need (e.g. what facilities, equipment, supplies, staffing, professional development, etc.)?

> We would need more classrooms, teachers, aides, clerical staff, textbooks (research textbook options to locate books that focus on different language areas)

5. Is there any other information we should know?

AB86 Regional Consortium – Napa Valley

WORKGROUP RESEARCH ON "BEST PRACTICES"

We are currently working on completing the next draft of the AB86 Comprehensive Regional Plan, due on December 31, 2014. In order to do this, we have identified several best practices. Please research the strategy or best practice by responding to the questions below. As you ask the questions, consider that your next task will be aligning the curriculum of NVAE and NVC. Please be concise in the information you provide; bullets will suffice. **The completed form is due to Rhonda Slota or Rebecca Scott by December 8.**

San Diego Mesa College

STRATEGY/BEST PRACTICE:

CONTACT (if available):

1. Give a brief description of the strategy. What are the core components of the strategy? Would this strategy work well in the Napa Valley adult education community? Why?
   The program consists of four levels and the student is assigned a level based on the result of his/her placement test. The first level, level 19, is a combined skills class in a lecture/lab format. Students

who successfully complete this course are at the intermediate-low level. Napa Valley has a large ESL/Immigrant population, thus, a demand for English as a Second Language courses – non-credit and/or credit courses.

2. With regard to the strategy, briefly describe what works, what results have been observed, and what challenges exist. Cite data if available.
   Advisors are available to discuss options and resources, including classes at Continuing Education.

3. What would we need to do in order to implement this strategy in our community? What training is required? From whom did the contact organization get its training?

   We would need to combine lecture with lab hours. Additional training is not applicable. Qualified ESL instructors would be able to provide this method of instruction. We would need to revise our current CORs to ensure that lab hours are incorporated into the curriculum.

4. What resources would we need (e.g. what facilities, equipment, supplies, staffing, professional development, etc.)? Napa Valley College currently has a language lab which ESL students can use. However, instructors might need training on the usage of the lab.

5. Is there any other information we should know? It might be a good idea to visit this college to learn more about its ESL curriculum, student support, etc.

ABE86 Consortium, Napa Valley

Workgroup Research

Please divide up the research items below among your workgroup members. As you ask the questions on the "Workgroup Research on Best Practices" sheet, focus on the issues noted below. You may have to be further web research to get to the right person in the organization. Please contact Marilyn Knight-Mendelson at (707) 738-3428 if you have any questions.

ADULTS WITH DISABILITIES

Palomar College, San Marcos, CA

Contact: General Number (760) 744-1150; Disability Resource Center ext. 2375

Ask about:
- Improved enrollment practices for low-level ESL students
- Support for students with disabilities
- Use of customer service strategies

Chaffey College, Rancho Cucamonga, CA

Contact: General Number (909) 652-6000

Ask about:
- Student Success Centers
- Use of transition advisers and navigators of student support services

Norco College, Norco, CA

Contact: General Number (951) 372-7000

Contacts: Anita Shirley, Greg Aycock, Melissa Bader, Diane Dieckmeyer

Ask about:
- "Summer Advantage" Program, summer remedial workshops in Math and English

Foothill College, CA "Pass The Torch" – Rebecca Scott (NVC)

Lassen Community College Denise Roselli (Basic Skills – NVC)

AB86 Consortium, Napa Valley

Workgroup Research

Please divide up the research items below among your workgroup members. As you ask the questions on the "Workgroup Research on Best Practices" sheet, focus on the issues noted below. You may have to do further web research to get to the right person in the organization. Please contact Marilyn Knight-Mendelson at (707) 738-3428 if you have any questions.

CTE

Gateway Program: San Mateo County Community College   Laurel Leonard (NVAE)

Contact: General Number (650) 574-6165

Ask about:
- Public/private partnership among colleges, workforce system, CBOs in their area
- Distance education program

IBEST Program at Renton Technical College Pam Garramone (NVAE)

Contact: General Number (425) 235-2352

Ask about:
- Educational pathways and career ladders
- Integrating basic education with vocational and academic coursework
- Case managers
- Accelerated job training

Contra Costa Community College – Pam Garramone (NVAE)

Contact: General Number (510) 235-7800

Ask about:
- Career academies to transition underserved students to careers and college
- Improved outreach and communications for recruitment.
- Also contact Joanne Durkee, Head of Contra Costa AB86 Consortium for an Adult Education perspective. Joanne Durkee, Director of Adult and Career Education Mt. Diablo, (925) 685-7340, durkeej@mdusd.k12.ca.us

Santa Barbara City College
- Dual enrollment. Contact Diane Hollems, Dean of Economic Devt. – Beth Pratt (NVC)

IMPAQ International and Career Ladders Project, Oakland – Beth Pratt (NVC)

Pre-Apprenticeship Programs – Beth Pratt (NVC)

AB86 Regional Consortium – Napa Valley

WORKGROUP RESEARCH ON "BEST PRACTICES"

We are currently working on completing the next draft of the AB86 Comprehensive Regional Plan, due on December 31, 2014. In order to do this, we have identified several best practices. Please research the strategy or best practice by responding to the questions below. As you ask the questions, consider that your next task will be aligning the curriculum of NVAE and NVC. Please be concise in the information you provide; bullets will suffice. **The completed form is due to Rhonda Slota or Rebecca Scott by December 8.**

STRATEGY/BEST PRACTICE: **Teacher/Classroom digital resource for teaching academic subjects**

CONTACT (if available): **EdReady.org** http://info.edready.org/ (Online learning community for math) Pam Garramone (NVAE)

Contacts:

OTAN

Penny Pearson,

Distance Learning Projects Coordinator

ppearson@otan.us

Blair Roy,

Project Specialist II,

Technology Projects

broy@otan.us

http://www.hippocampus.org/?user=myOTAN

http://info.edready.org/

1. Give a brief description of the strategy. What are the core components of the strategy?

   5700 free videos in 13 academic subject areas as a teacher resource:

   Math

   Arithmetic

   Algebra & Geometry

   Calculus & Advanced Math

   Statistics & Probability

   Natural Science

   Biology

   Chemistry

   Physics

   Earth Science

   Social Science

   Economics

   History & Government

Sociology

Humanities

English

Religion

Would this strategy work well in the Napa Valley adult education community?

Yes as a blended model/tool for the classroom, for teaching or brushing up on basics

Why?

Because it is highly engaging for the student, is correlated to CA State Standards & various textbooks

2.   With regard to the strategy, briefly describe what works, what results have been observed, and what challenges exist. Cite data if available.

Currently OTAN is piloting a year-long project with 3 adult schools implementing the use of EdReady. It is expected that OTAN will provide data in the form of an online reporting process with the participants along with documentation on promising practices using EdReady for adult learners. (See more about EdReady, Developmental English, HippoCampus and other projects. Http://theNROCproject.org for non-members; http://NROCnetwork.org for members) See also http://www.nrocnetwork.org/early-member-experiences-edready-hawaii-and-south-carolina for use studies (may require log in) Recorded webinar is here: http://vimeo.com/107855249)

3.   What would we need to do in order to implement this strategy in our community? What training is required? From whom did the contact organization get its training?

Implementation requires membership to NROC for customized EdReady or HippoCampus resources. If only using the free version, agencies would require time and staff to prepare training materials to orient students to the site(s), and understand what technology resources learners would have to have in order to fully participate . If agencies decide to use a 'branded' version (as members of NROC) they will find that NROC supplies a wide variety of support and training materials for both teachers and learners. Contact organization training came from NROC staff. (OTAN is a member of NROC)

4.   What resources would we need (e.g. what facilities, equipment, supplies, staffing, professional development, etc.)? Internet connection, computers with speakers/headphones, technology literate staff for guidance and troubleshooting for learners, PD can come from NROC resources or lead teachers with high interest in using the site(s).

5.   Is there any other information we should know?

Agencies should weigh the benefits of being an NROC member to receive professional development, and technical support from NROC. Membership information can be determined by contacting NROC directly.

I sent an email to NROC asking for a ball park quote on what a membership would cost.

NROC Benefits & Pricing

In the meantime, calculating membership is pretty simple, just multiply student FTE (for all involved in the consortium) by $1. The college you work with should be easy to find this number (try here: http://datamart.cccco.edu/Students/FTES_Summary.aspx). Then just add your own number to that. Minimum membership is $3,000 as you noted earlier.

AB86 Regional Consortium – Napa Valley

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STRATEGY/BEST PRACTICE: **Transitioning CTE students to the workplace or college**
  Pam Garramone (NVAE)

CONTACT (if available): **Contra Costa Community College** -

Contact: General Number (510) 235-7800 Gateway to College for HS students 16-21 years old credit deficient students to get their HS diploma. No transition service. They do not have improved outreach or communication as their website and "new" phone system leaves much to be desired. Spent 30 minutes trying to get info and navigating a really bad website (in my opinion.)

Ask about:
* Career academies to transition under-served students to careers and college
* Improved outreach and communications for recruitment.

Mt. Diablo Adult and Career Education

Also contact Joanne Durkee, Head of Contra Costa AB86 Consortium for an Adult Education perspective. Joanne Durkee, Director of Adult and Career Education Mt. Diablo, (925) 685-7340, durkeej@mdusd.k12.ca.us (spoke to Kelly Flanagan in CTEC)

They have an excellent website, especially their CTE page: https://mdae-mdusd-ca.schoolloop.com/

1. Give a brief description of the strategy.

   Mt Diablo AE has excellent strategies to help transition CTE students into the workplace or college program. All of their CTE programs have a resume and interviewing component built in so that at the completion of the course each student has a mini portfolio to move forward with.

   What are the core components of the strategy?

   The CTE program has a placement advisor. Expert teachers on staff, who teach in the Administrative Business Program work with the other CTE teachers in PLC's to teach them how to teach resume and interviewing techniques.

   Would this strategy work well in the Napa Valley adult education community?

   Yes

   Why?

   Could be easily coordinated in our CTE PLCs.

2. With regard to the strategy, briefly describe what works, what results have been observed, and what challenges exist. Cite data if available.

   Present challenges they are working on within their programs consist of trying to work with their outside agencies to be sure that students are not waiting too long after completing course work to take certification exams. Also, they have just become a Person Vue testing site, and are looking into holding the licensing tests for their EMT program.

3. What would we need to do in order to implement this strategy in our community?

   Look into Person Vue CTE exams

   What training is required? N/A From whom did the contact organization get its training? N/A

4. What resources would we need (e.g. what facilities, equipment, supplies, staffing, professional development, etc.)? None, except PLC work.

5. Is there any other information we should know?

   Kelly Flanagan also reported that they have just started a Pre-Apprenticeship course for the construction trade teaching basic math and English in collaboration with Mt Diablo Valley Community College. It is in its first term with 6 students. They plan on marketing it heavily to their

ESL and GED students. The community college teacher is teaching the class on their site. It is going very well.

Accelerated Math Programs in California

Here is the data I've compiled about accelerated math in California (pages 119-123 of this plan). Most of the folks who are doing it are doing something called Statways, or Path-to-Stats which would be a major change and need to be initiated by the statistics instructors. But if you look on page 122, it lists colleges that are dong combination courses. The one I'm trying to put through curriculum now is a combination pre- and beginning algebra.

There is also one out-of-state program that I really think we should look at (even if we can't travel out of state we can talk to them). I don't have the info, but have emailed Sherry Lohse for it (she's the one who brought it to my attention). They do their entire basic skills math in a lab and students can get credit each semester for however much they get through. A very interesting idea that I loved what I heard of it.

Shawna Bynum
Napa Valley College

	webpage	enrollment 2012/13	Notes on Acceleration	Beginning	Intermediate	Accelerated Sections			
Alameda	http:	11,310	Accelerated Algebra for Statistics (Math 248F) pre-req pre-algebra, combo of Beginning and intermediate no classes listed in the Fall Schedule	7	5	0	5	248F	Integrated developmental mathematics for statistics etc
Berkley	http:	11,164	2 options: one is Math 206 Algebra for Statistics, the other is to take any of the algebra sequence as a hybrid (similar to out mastery based redesign classes)	5 regular 2 hybrid (accelerat ed)	5 regular 2 hybrid (accelerated)	3	Statway 5 meets 6 hrs Algebra keeps 4 units	206	Algebra for Stats, prealgebra pre-req combo of Beginning and Intermediate. Not for STEM/Business/Nursing majors. Not officially listed as pre-req for their Stats. Algebra Acceleratons allows you to do a modular version. Students can test out of sectiosn and proceed thorugh all three (pre-beg-int) in one semester if capable. All done
Canada	http:	10,268	Statways type acceleration Also, Accelerated Algebra sections of Beginning and Int. Algebra. Designed so students can complete both classes in one semester. Classes are online but have weekly	9	9	2 Accelerated Algebra 2 Path to Stas	5 units each for 10 total Accelerated Algebra classes Path to Stas is 6 units	Math 190 Pathway to Statistics Accelerated Algebra is special sections of regular Beg. And Int. Algebra classes.	Path to Stats class is NOT officially listed as a pre-req for the statistics class it feeds into.
Canyons	http:	27,176	Math 075 Intermediate Algebra for Statistics, Liberal Arts Majors only but feeds into one statistics class as regular intermediate algebra	21	28	15 Int. for Liberal Arts	5		
Chabot		18,442	Statways type Math 53 (or 53A and B in two semesters). Prereq is prealgebra. Leads into Separate Math 40 "Concepts of Math" or Statistics. They also have a separate APDM (Alternate Path in Developmental Mathematics) where students work in ALEKS at their own pace (but scheduled time in lab) an then retake placement test. Open enrollment so they can join when they drop a traditional class.	6	18	9	6 (meets 7 hours)	Math 53 Applied Algebra and Data Analysis (also offered as two three unit classes)	This class is NOT officially listed as a pre-req for stats or the other liberal arts transfer level class that it feeds into.
Contra Costa	http:	11,108	Summer Math Jam, free two weeks of prep on study skills, overcoming fear and anxiety and Math 100A Algebra for Statistics	13	11	1	6 meets 8 hours	100A officially no pre-req	Class prepares students for transfer level Stats and is not intended for STEM or Business majors. It isn't' listed as an official pre-req for their stats class and is in the schedule as a Topics class, not in the catalog at
Cuesta	http:	14,686	Statways type acceleration. Also separate 1 unit 6 wk classes on Factoring and word problems	27	30	4	6	128 "Applied Beginning and Intermediate	Not intended for STEM or Business majors. Isn't officially listed as pre-req for Stats or other Liberal Arts Transfer level class
Cuyamaca	http:	12,607	Statways type acceleration with no pre-req. They also have two other Intermediate Algebra classes. One for STEM and Business and one	9	14 total	10 for STEM/Bus majors	6 (meets 8 hrs)	Math 96 Intermediate Algebra for Statistics	Not officially listed as a pre-req for the Stats class it feeds into.
Diablo Valley		28,287	Three tracks, traditional (includes a self paced version or one with a study skills class attached), A two semester accelerated option, both classes are 4 units, but meet for six hours. Also, Statways as two 4 unit classes.	16 regular 6 self paced	26 regular 6 self paced	2 Accelerated Algebra 1 4 Statways I	Algebnra 4 (meets 6 hrs) and statways 6 (meets 6)	080AA Accelerated Algebra I and Math 150AB Accelerated Algebra 2	Neither accelerated algebra class is listed in catalog Statways II class is listed as transferin only to CSU
Fullerton		27,207	Starting Fall 2014 they have taken the pre-req off of their Beginning Algebra class, but made no curricular modifications.	37	31				

College	URL	Enrollment	Description						Notes
LA Harbor	http	12,721	Statways type acceleration with prealgebra as pre-req. Accelerated Lrns and Prealgebra class (5 units instead of two 3 unit classes) Of note: they also have a three semester beg/int option (4 units each instead of two 5 unit classes)	6	3 (but also 6 sections of first semester of three semester sequence)	3 pre-stats 6 Into to algebra	Pre stats 5 units (meets 6 hrs) intro to algebra 5 units	137 Pre-Statistics Algebra 110 Introduction to Algebra Concepts	Pre-stats is not officially a pre-req for stats in catalog.
LA Mission	http	13,559	Statways type acceleration with prealgebra Prereq. Also, three semester Algebra series (4 three unit classes instead of two 5 units). And a Pre-College math directed study program	15	15 (but also 5 section s of first semester of three semester sequence)	2 Pre-Stats 2 Pre-College	Pre-Stats 5 (meets 6) Pre-College 6	137 Pre-Statistics Algebra 129 Pre-College Math (or 129 A and 129B)	Pre-stats is not officially a pre-req for stats in catalog.
LA Pierce	http	27,885	ASAP Algebra Success At Pierce - 10 units 2.5 hours four days a week combining elementary and beginning algebra could be combined with up to 4 professional development units for a maximum total of 14 units They also have a two semester STATWAYS program	10 regular 8 ASAP	18 regular 8 ASAP	8 ASAP	10 Algebra 5 Statways	Students actually enroll in a beginning (115) and intermediate (125) class at the same time. 228A Statways Part	Not listed in Catalog. They reserve some of their regular statistic classes for enrollment by student who did Statways part 1 (228A) only Fall 2014 has 10 regular Stats and 5 Statways stats,
Los Medanos	http	12,371	Statways (started by their instructor) also Accelerated Beginning and Intermediate Algebra	17	22	Statways 3 Algebra 2	Statways 6 meets 8 hrs Algebra 7 meets 7 hrs plus 2 by arrangement	27 Algebra for Statistics 29 Accelerated Elementary and Intermediate Algebra	Statways class is not officially a pre-req for the stats class it feeds into. But Accelerated Algebra is.
Moreno	http	14,179	Completely replaced arithmetic and pre-algebra (two 3 unit classes) with accelerated combo class Plus a Statways class They also have many 1 unit special topics class for algebra students (whole number, fractions, decimals, rationals, real numbers, expressions)	16	22	2 Algebra for Stats 11 Arithmetic and pre-alg combo (none separate)	Alg, for stats 6 units meets 8.5 hrs. Combo 5	37 Algebra for Statistics 65 Arithmetic & Pre-Algebra	Algebra for stats has no pre-req and is not listed as a pre-req for stats in catalog.
Pasadena	http	33,060	Accelerated Math Path classes where students take two 8 wk math classes in one semester. 9 different combinations allowed. Some are linked to a Math College Success Skills class	39	55	1 or 2 each	all are same units as traditional just get two classes (more if linked with Success class)	9 combos: Lrns and Pre Alg Pre and Beg. Alg with Success Skills Beg and Int. Alg with Success Skills Beg and Int only Pre-Stat and Stat Clg Alg and Trig Pre Calc and Calc I Calc I and II Calc II and III	Pre-Stats class is officially listed as a pre-req for stats and has beginning alg as a pre- req (no not Statways acceleration)
Palomar	http	36,426	5 Acceleration Options! 1) Accelerated Pre and Beginning Algebra Math (as a special topics class) 4 units meets 6 hrs for students who took algebra in high school. 2) Statways 3) Beginning and Into Combo learning community 13 units 4) Accelerate Pre-calc track. Int. Algebra, Trig, and College Alg in two semesters 9 units each semester 11 hours each semester	47	43	1 Pre/Beg 5 Statways 2 Beg/Int LC 1 Precalc 8 Beg/Int	see notes	Note: many of their classes are in Catalog as Topics in Mathematics	Statways class is not officially a pre-req for the stats class it feeds into.
Redwoods		7,285	Path to Stats Math 102. Also offer two tracks for Intermediate Algebra, Math 120 standard, and 194 Int. Alg. for Social Science and	11	9 regular 4 for SS/Bus.	Starting Sp 15	6	COR in file	
Riverside	http	25,034	Completely replaced arithmetic and pre-algebra (two 3 unit classes) with accelerated combo class	30	39	10 (no arithmetic or pre-algebra section Fall	5	65 Arithmetic and Pre-Algebra	no pre-req to get in, serves as pre-req for Elementary Algebra

San Diego City	http:	22,582	Statways classes officially listed in catalog but not offered this fall (either prep or transfer level). Separate Stats class for non Statways students. They also have a Refresher class for each	24	24	3	4 (meets 6)	Math 115	The Statways class is the only Pre-req for transfer level 115 "Gateway to Experimental Statistics." Transfer CSU only,
San Diego Miramar	http:	16,844	Statways classes officially listed in catalog but not offered this fall (either prep or transfer level). Separate Stats class for non Statways students. They also have a Refresher class for each	11	11	none	4 (meets 6)	Math 115	The Statways class is the only Pre-req for transfer level 115 "Gateway to Experimental Statistics." Transfer CSU only. (they seem to match other San Diego Campuses in their catalog, but don't offer Statways at their campus)
San Francisco	http:	41,621	Separate Math 45 class prep for statistics. They also have a Math Bridge program for these student to do Math 45 in fall and Stats in spring (focused on underrepresented groups). They also have a combined Prealgebra and basic math class	26	33	4 Stats Prep 3 preAlg and Basic Math	5 (meets 6) Stat prep 4 combo		
Santa Barbara	http:	8,328	Math 104 10 units of beginning and intermediate algebra combined. Prereq is pre-algebra They also have separate intermediate algebra classes for STEM/Business majors and for Liberal Arts	22	21 standard 4 for STEM/Bus Majors	0	10	104 Elementary Algebra / Intermediate Algebra with Study Skills	
Shasta	http:	12,215	Math 250 is a combination of basic math and pre-algebra (both three	21	16	5	5		
Skyline	http:	15,844	Path to Stats Intermediate Algebra (190) plus have summer jam- 2 weeks in the summer of free math prep and learning communities linked to beginning algebra	15	14	2	6	This class is not officially listed as a pre-req for Stats.	
West Valley	http:	17,636	Statways type acceleration. Separate intermediate algebra class for Stats prep. They also have a second elementary algebra class (3 units instead of 5)for students who passed but aren't yet ready for intermediate. And they have a separate Intermediate Algebra section (4 units instead of 5) for those who just need a refresher before going on to transfer level.	10 regular 4 repeat	16 regular 3 rvw/prep	3 stats prep (int Algebra)	5	This class is not officially listed as a pre-req for Stats.	

Basic Skills Combined Classes

School	Combo: Arithmetic & Pre-Algebra	Pre & Beginning Algebra	Beginning & Intermediate Algebra	Unit Info: Units if Separate	Hours of Combo Class	Units	# of Sections: Pre-Algebra	Beginning	Intermediate	Accelerated Sections	Notes
Canada			1	10	10	10	5	9	9	2	Classes designed to complete both in one semester. All online with 1.5 hr mandatory weekly meeting. Requires permission of instructor to enroll.
LA Harbor	1			6	5	5	9	6	3	6	They also offer a decelerated version, three semesters to get through Beginning and Intermediate Algebra. 6 section in Fall
LA Pierce			1		10		5	10	18	8	Classes designed to complete both in one semester. Could also include up to 4 professional development units.
Los Medanos			1	9	9	7	20	17	22	2	7 units, meets 7 hours lecture and 2 by arangement.
Moreno	1			6	5	5	0	16	22	11	The combo has completely replaced the separate classes.
Pasadena	1	1	1	All combos same as separate.			13	39	55	1 ea	Students actually enroll in both classes in one semester. Do one, then next.
Palomar		1		7	6	4	34	47	43	1	
			1	8	8	6				10	2 sections are immbedded in a learning community
Riverside	1			6	5	5	0	30	39	10	The combo has completely replaced the separate classes.
San Francisco	1			6	5	4	3	26	33	3	
Santa Barbara			1	9	10	10	7	22	25	0	Class is in catalog but they aren't offering it anymroe
Shasta	1			6	5	5	7	21	16	5	
TOTAL	6	2	6								

School	Statways Type	Self Paced	Review/Refresher	Workshops / Topics Classes	Summer Prep	Other	Combined	TOTAL
Alameda	1							1
Berkley	1	1						2
Canada	1						1	2
Canyons	1							1
Chabot	1	1						2
Contra Costa	1				1			2
Cuesta	1			1				2
Cuyamaca	1							1
Diablo Valley	1	1						2
Fullerton						1		1
LA Harbor	1						1	2
LA Mission	1							1
LA Pierce							1	1
Los Medanos	1						1	2
Moreno	1			1			1	3
Pasadena							1	1
Palomar	1						1	2
Redwoods	1							1
Riverside							1	1
San Diego City	1		1					2
San Diego Miramar	1		1					2
San Francisco	1						1	2
Santa Barbara							1	1
Shasta							1	1
Skyline	1				1			2
West Valley	1		1					2
TOTAL	20	3	3	2	2	1	11	
	77%	12%	12%	8%	8%	4%	42%	

▶ ▶| Raw Data | Acceleration Summary / Combinations / ✱⏺ /

AB86 Consortium Work Group Research

Miscellaneous Assignments

Napa Valley Adult Education "A-Team"
- BYOD (Bring Your Own Device)
- Buck Institute (Project Based Learning)
- APEX Credit Recovery – (Karen Valentine NVAE)

Marilyn Knight-Mendelson
- Student retention and persistence strategies
- Integrative professional development; Chaffey College, Las Positas College

  Contacts: Cindy Walker (Chaffey); Lisa Everett (Las Positas)

Melody Blake (NVAE)
- Independent Study Best Practices

AB86 Management Team
- Data Management Systems

  – "Cal-Pass": West Ed. Contacts: Ken Sorey, Kathy Booth-West – Mechelle Manno (CTE – NVC)

  – City College of San Francisco
- Faculties co-teach (cross-train, cross-teach, move between institutions, same pay and conditions, etc.); Chaffey and Las Positas College
- Co-located services; Butte Community College "Center for Academic Success" – Rebecca Scott (NVC)

Napa Valley Education

BYOD - policy of the NVUSD which encourages students to bring their own electronic devices to school to help in the educational experience. This includes laptops, electronic readers, tablets netbooks, even cell phones. With teacher approval, students may use their devices in the classroom.

Helps students build 21st century skills (4 C's Communication, Collaboration, Critical Thinking, Creativity)

Wifi is widely available on all campuses

District does have a "responsible use" policy

PBL- Project Based Learning - teaching method in which students gain knowledge and skill by working for an extended period of time to investigate and respond to a complex question, problem or challenge.

Essential Elements of PBL
- Significant Content - teaching students important knowledge and skills, derived from standards and key concepts at the heart of the academic subjects
- 21st century competencies - 4 C's
- In depth inquiry- extended rigorous process of asking questions
- Driving Question - project is focused through the use of an open-ended question
- Need to Know - students see the need to gain knowledge, understand concepts and apply skills
- Voice and Choice - students can make some choice about the products to be created, how they work and how they use their time, guided by the teacher
- Critique and Revision - students receive feedback, which leads to revision, if needed
- Public Audience - Students present their work to other people beyond their classmates

Apex Digital Curriculum
- Students seeking credit recovery, grade improvement and in certain situations original credit, utilize Apex Digital curriculum in a <u>blended model</u> to achieve this goal. Students can access the content on any internet-enabled device. Students must still meet with a teacher at least once a week to monitor progress and provide instruction in those areas in which the student is struggling. Teachers also monitor all testing in the classroom environment.

- Curriculum is delivered in one of three different levels - Literacy Advantage - this has all the components of a core level class but provides additional supports and scaffolding to support the students' learning.
- In credit recovery, and grade improvement, the model is content mastery. The student may complete 50% of the course at a score of 80%. They then have the opportunity to test out of the remainder of the course.
- Adult students may also use digital curriculum to earn credits in the same model.
- There are also units to introduce students to CTE courses and prepare students for further education in their chosen field.
- We are currently researching more digital curriculum to help further student knowledge of CTE courses. This way, students could possibly earn certificates, which would allow them to both enter, and make progress, in CTE courses.

AB86 Regional Consortium – Napa Valley
WORKGROUP RESEARCH ON "BEST PRACTICES"

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STRATEGY/BEST PRACTICE: **Cal-PASS Plus**
CONTACT (if available): _____

6) Give a brief description of the strategy. What are the core components of the strategy? Would this strategy work well in the Napa Valley adult education community? Why?

Cal-PASS Plus offers free services to support grantees to track, upload, and view   outcomes specified for the California Career Pathways Trust grant.

Cal-PASS Plus' mission is to provide actionable data to help improve student success along the education-to-workforce pipeline. Collaboration using this data will inform better instruction, help close achievement gaps, identify scalable best practices, and improve transitions. Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools.

7) With regard to the strategy, briefly describe what works, what results have been observed, and what challenges exist. Cite data if available.

What works is – Improving the educational pipeline, so ALL students succeed in post-secondary education to achieve living wage jobs for economic productivity. The only strategic and targeted way to overcome this is with actionable data.

With the Cal-PASS Plus strategy in place, challenges can be overcome. Statewide data suggests, "Expectations for California students are not aligned to college- and career-readiness. Many students are placed into remedial college coursework, which significantly reduces their chances of completion and obtaining living-wage jobs." See attached slides from *September 23, 2014 - Webinar Archive: Overcoming Barriers to College Success Through Actionable Data and Collaboration, Session #1*

8) What would we need to do in order to implement this strategy in our community? What training is required? From whom did the contact organization get its training?

Develop a consortium to join Cal-PASS Plus with AB86 partners. It might be advisable to ask Cal-PASS Plus to facilitate a Regional Learning Council to regularly convene NV pre-K through 16 leaders, representatives and stakeholders that participated in the AB86 groups. NVAE and NVC would need to determine how we can share data and success factors and collaborate to build data collectively rather than separately.

Cal-PASS Plus is a partnership managed by leaders:
San Joaquin Delta College
Kathy Hart, Ph.D.
President

Educational Results Partnership, 501(c)(3) non-profit
James S. Lanich, Ph.D.
President & CEO

San Joaquin County Office of Education
Mick Founts, Ed.D
Superintendent of Schools

9) What resources would we need (e.g. what facilities, equipment, supplies, staffing, professional development, etc.)?

To join Cal-PASS Plus, there are two simple steps:

1) Complete an on-line MOU request form. Once the request is submitted a full MOU will be emailed to review, sign and mail to Cal-PASS Plus.

2) Once MOU confirmation is received, data upload is done using a simple upload tool. (Cal-PASS   Plus will provide free guides on uploading information.)

Cal-PASS Plus is free, but the workload to compile the data would take extensive staffing from NVC Research and IT. If this is a true collaboration for the greater napa valley, facilities and equipment would need to be determine first. This could be a great opportunity for professional development in the implementation phase.

10) Is there any other information we should know?

Cal-PASS is also working on new initiatives found on their Projects Page –
https://www.calpassplus.org/CalPASS/Projects.aspx

Most relevant to Group 4 and 5 is, **CTE LaunchBoard**

The LaunchBoard is a Career Technical Education (CTE) data resource, provided by Cal-PASS Plus in partnership with the CCCCO and the RP Group. It offers centralized information about the success of CTE programs in California Community Colleges and their K-12 feeder schools.

This platform aggregates and organizes information about student achievement, the labor market, and CTE Outcomes from numerous existing data systems, such as the Community College DataMart, and also includes other

data points regarding student performance from the Cal-PASS Plus system. It is designed to launch conversations among faculty and deans, across the state, within regions, and between practitioners across the state.

This platform also emphasizes metrics that help practitioners dig deeper in to data to understand the effectiveness of programs and illuminates student outcomes, such as making explicit links from education to wage gains and employment.

For more information please visit: http://doingwhatmatters.cccco.edu/LaunchBoard.aspx

AB86 CONSORTIUM NAPA COUNTY STUDENT SURVEY

Dear Students,

Please complete this survey to help us expand and improve the adult education system in our county. The survey is anonymous and should take 10-15 minutes to complete.

1. Where are you currently enrolled as a student?

- o ○ Napa Valley College
- o ○ Napa Valley Adult Education

2. How long have you attended this school?

- o ○ Less than 1 year
- o ○ 1 year
- o ○ 2 years
- o ○ 3 or more years

3. What is your age?

- o ○ Under 18 years
- o ○ 18-24 years
- o ○ 25-30 years
- o ○ 31-45 years
- o ○ 46-64 years
- o ○ 65 years or older

4. Ethnicity (Check all that apply).

- o ○ White or Caucasian
- o ○ Black or African American
- o ○ Hispanic
- o ○ Asian
- o ○ American Indian
- o ○ Native Hawaiian or other Pacific Islander
- o ○ Other:

5. Are you currently, or have you taken, ESL classes at your school?

- ○ ◯ Yes
- ○ ◯ No

6. If Yes, why did you take, or why are you taking, ESL classes?

	Yes	No
To help your children with school work?	◯	◯
To get U.S. citizenship?	◯	◯
To get a new job?	◯	◯
To help you get a raise or promotion?	◯	◯
To be able to attend college or vocational school?	◯	◯
To meet a requirement for public assistance?	◯	◯
To improve the way you feel about yourself?	◯	◯
To make it easier to do things on a day-to-day basis?	◯	◯

7. How important were the following factors in your decision to enroll at you school or college?

	Not at all important	Somewhat important	Important	Very important
Cost	○	○	○	○
Financial aid/scholarship opportunities/affordable	○	○	○	○
School's reputation	○	○	○	○
Future employment opportunities	○	○	○	○
Recommendations from family/friends/employer	○	○	○	○
Campus location (close to home/work)	○	○	○	○
Availability of evening/weekend courses	○	○	○	○
Personalized attention prior to enrollment	○	○	○	○
A specific job training/certification/license program	○	○	○	○

8. In which of the following program areas are you currently taking classes? (Check all that apply).

- ☐ Secondary Basic Skills, including classes required for a diploma or GED
- ☐ Programs, classes, & courses for immigrants (e.g. ESL, Citizenship, Vocational ESL)
- ☐ Education Programs for Adults with Disabilities (developmental or learning)
- ☐ Career Technical Education (CTE) Programs/Job Training

o ☐ Short-term CTE programs
o ☐ Apprentices/Pre-apprenticeship program

9. What are your current educational goals? (Check all that apply).

o ☐ High School Diploma
o ☐ High School Equivalency Test (GED)
o ☐ Pass Citizenship Exam
o ☐ Transfer to 4 year University
o ☐ 2-year College Degree
o ☐ Other (e.g. CTE job training, CTE certificate program completion, license). Please specify:

10. Are you currently enrolled in a CTE job training, certificate, or licensing program?

o ○ Yes
o ○ No

11. If yes, which of the following apply to you? I want to....(Check all that apply)

o ☐ Improve my job skills to get a better job
o ☐ Re-enter the workforce
o ☐ Change careers/learn a new set of job skills
o ☐ Get a raise or advance my career with my present employer
o ☐ Complete a program/certificate to get a job
o ☐ Expand my job opportunity options
o ☐ Other:

12. What Services have you used to help you meet your educational or job training goals?

o ☐ Academic counseling
o ☐ Career counseling
o ☐ Tutoring
o ☐ Assessment services (e.g. assessment of skills & abilities as they relate to possible jobs/career)
o ☐ Internship and work experience

- ☐ Information about jobs and careers (e.g. speaker, job fairs, tours)
- ☐ Information about educational and job training programs
- ☐ Assistance with developing job search skills (e.g. interviewing, resume writing)
- ☐ Information about available student support services
- ☐ Links to more existing government programs
- ☐ Job placement assistance
- ☐ Other:

13. What services would you use if they were available?

- ☐ Academic counseling
- ☐ Career counseling
- ☐ Tutoring
- ☐ Assessment services (e.g. assessment of skills & abilities as they relate to possible jobs/careers)
- ☐ Internships and work experience
- ☐ Information about jobs and careers (e.g. speakers, job fairs, tours)
- ☐ Assistance with developing job search skills (e.g. interviewing, resume writing)
- ☐ Information about available student support services
- ☐ Links to more existing government programs
- ☐ Job placement assistance
- ☐ Other: ☐

14. What other classes could we offer to help you pursue your education goals?

15. What challenges have you and your fellow students experienced in meeting your educational goals? (Check all that apply)

- ☐ Cost of classes
- ☐ Cost of books and related materials
- ☐ Program, certificate, or license completion requires too much time
- ☐ Lack of classes/courses offered online
- ☐ Cost of transportation
- ☐ Availability of transportation
- ☐ Distance to school/program

- ☐ Childcare needs
- ☐ Registration timing lacks flexibility
- ☐ Lack of availability of classes/courses (Please specify below classes/courses):
- ☐ Other: ☐

16. In your words, please tell us a bit more about your future educational and/or job-training goals.

Submit

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Please complete this survey to help us improve and expand the adult education system in our County. The survey is confidential and should take 10-15 minutes to complete.

1. What is your contact information?

Please provide your Name, Address, City, State, Zip, Phone number, email address:

2. Where did you hear about this survey?

3. What is your age?

- ○ ( ) Under 18
- ○ ( ) 18-24 years old
- ○ ( ) 25-34 years old
- ○ ( ) 35-44 years old
- ○ ( ) 45-54 years old
- ○ ( ) 55-64 years old
- ○ ( ) 65-74 years old
- ○ ( ) 75 years or older

4. Please specify your ethnicity

Select all that apply

- ○ [ ] White
- ○ [ ] Black or African American
- ○ [ ] Hispanic or Latino
- ○ [ ] Asian/Pacific Islander
- ○ [ ] Native American or American Indian
- ○ [ ] Other:

5. What is your highest degree or level of school completion?

Select one
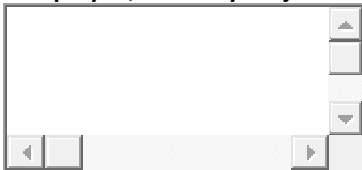
- ( ) No schooling completed
- ( ) Nursery school to 8th grade
- ( ) Some high school, no diploma
- ( ) High school graduate, diploma or the equivalent (for example: GED)
- ( ) Some college credit, no degree
- ( ) Trade/technical/vocational training
- ( ) Associate degree
- ( ) Bachelor's degree
- ( ) Master's degree
- ( ) Professional degree
- ( ) Doctorate degree
- ( ) Other:

6. Are you currently:

Select one

- ( ) Employed full time
- ( ) Employed part time
- ( ) Employed on a temporary basis
- ( ) Self-employed
- ( ) Out of work and looking for work
- ( ) Out of work but not currently looking for work
- ( ) A homemaker
- ( ) A student
- ( ) Military
- ( ) Retired
- ( ) Unable to work
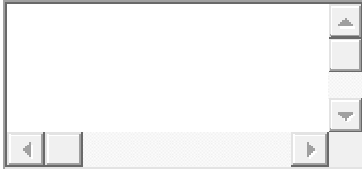
If employed, what is your job?

7. Since high school, have you ever enrolled at an educational institution?

- ( ) Yes
- ( ) No

If yes, what institutions(s)?

[text box]

If you have completed a post-secondary course or degree, please indicate the major or program of study.

[text box]

If you did not complete the course of study, please state why not.

[text box]

8. Do you think further education could help you with your employment goals? How?

Select all that apply

- [ ] Improve my job skills to get a better job
- [ ] Re-enter the workforce
- [ ] Change careers/learn a new set of job skills
- [ ] Get a raise or advance my career with my present employer
- [ ] Complete a program/certificate to get a job
- [ ] Expand my job opportunity options
- [ ] Other:

9. How important are the following general factors in making a decision to enroll at a certain school or college?

Select only one option per row

	Not at all important	Important	Very important
Cost	( )	( )	( )
Availability of financial aid/scholarships	( )	( )	( )
School's reputation	( )	( )	( )
Future employment opportunities	( )	( )	( )
Recommendations from family/friends/employer	( )	( )	( )
Campus location (close to home/work) and adequate parking	( )	( )	( )
Availability of desired classes	( )	( )	( )
Availability of evening/weekend courses	( )	( )	( )
Ease of registration process	( )	( )	( )
A specific job training/certification/license program	( )	( )	( )
Availability of counselors	( )	( )	( )
Size and welcoming approach	( )	( )	( )

	Not at all important	Important	Very important
Useful services (e.g. childcare, accommodations for disabilities, language support)	( )	( )	( )

Other:

[text entry box]

10. How important are the following instructional factors in making a decision to enroll at a certain school or college?

Select only one option per row

	Not at all important	Important	Very important
Competence and availability of faculty	( )	( )	( )
Flexibility of class format (e.g. online classes, small groups, etc.)	( )	( )	( )
Quality and accessibility of technology	( )	( )	( )
Accelerated courses (to finish quickly)	( )	( )	( )
Courses that combine basic skills with career training	( )	( )	( )

Other:

[text input box]

11. What services would you use if they were available?

Select all that apply

- ○ [ ] Financial aid/support
- ○ [ ] Academic counseling
- ○ [ ] Tutoring
- ○ [ ] Assessment services (e.g. assessment of skills & abilities as they relate to possible jobs/careers)
- ○ [ ] Internships and work experience
- ○ [ ] Job placement assistance
- ○ [ ] Childcare
- ○ [ ] Accommodations for disabilities
- ○ [ ] English language support
- ○ [ ] Other:

12. What other classes/courses would help you pursue your educational goals?

[text input box]

13. How else could post-secondary education be more relevant and user-friendly for you?

[text input box] [Submit]

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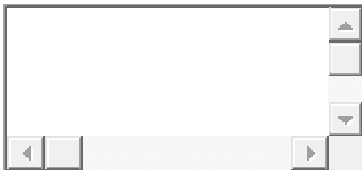
Por favor, complete esta encuesta para ayudarnos a mejorar y ampliar el sistema de educación de adultos en nuestro condado. La encuesta es anónima y debe tomar 10-15 minutos para completar.

1. ¿Cuál es su información de contacto?

Por favor proporcione su nombre, dirección, ciudad, estado, código postal, número de teléfono y correo electrónico:

2. ¿Cómo se enteró de esta encuesta?

3. ¿Cuál es su edad?

- ( ) Menor de 18 años
- ( ) 18-24 años
- ( ) 25-34 años
- ( ) 35-44 años
- ( ) 45-54 años
- ( ) 55-64 años
- ( ) 65-74 años
- ( ) 75 años o mayor

4. Por favor especifique su etnicidad

Seleccione todas las que correspondan

- [ ] Blanco
- [ ] Negro o Afroamericano
- [ ] Hispano o Latino
- [ ] Asiático/Islas del Pacífico
- [ ] Nativo Americano o Indio Americano
- [ ] Other:

5. ¿Cuál es su título o nivel de estudio más alto?

Seleccione una

- ( ) Sin estudios
- ( ) Preescolar hasta octavo grado
- ( ) Algunos estudios de preparatoria, sin diploma
- ( ) Graduado de escuela preparatoria, diploma o su equivalente (por ejemplo: GED)
- ( ) Algunos créditos universitarios, ningún título
- ( ) Oficio/entrenamiento técnico/entrenamiento vocacional
- ( ) Título de Asociado
- ( ) Título de Licenciatura
- ( ) Maestría
- ( ) Título Profesional
- ( ) Doctorado
- ( ) Other:

6. Está usted actualmente:

seleccione uno

- ( ) Empleado de tiempo completo
- ( ) Empleado de medio tiempo
- ( ) Empleado de forma temporal
- ( ) Empleado por cuenta propia
- ( ) Sin trabajo y en busca de trabajo
- ( ) Sin trabajo, pero no en busca de trabajo
- ( ) Un ama de casa
- ( ) Un estudiante
- ( ) Militar
- ( ) Jubilado
- ( ) Discapacitado

Si empleado, ¿Cuál es su trabajo?

7. Desde la escuela preparatoria, ¿alguna vez se ha inscrito en una institución educativa?

- ( ) Sí
- ( ) No

En caso afirmativo, ¿cuál es el nombre de la institución/instituciones?

Si ha completado un ciclo de estudios postsecundarios o tiene un título, indique su título o especialización.

Si no completo sus estudios, indique por qué no.

8. ¿Cree usted que la educación superior podría ayudarle con sus metas de empleo? ¿Cómo?

Seleccione todas las opciones que corresponden

- ○ [ ] Mejorar mis habilidades de trabajo para conseguir un trabajo mejor
- ○ [ ] Volver a entrar en la fuerza laboral
- ○ [ ] Cambiar de carrera/aprender nuevas habilidades de trabajo
- ○ [ ] Obtener un aumento de sueldo o avanzar en mi carrera con mi empleador actual
- ○ [ ] Completar un programa/certificado para conseguir un trabajo
- ○ [ ] Ampliar mis opciones de oportunidad de empleo
- ○ [ ] Other:

9. ¿Qué tan importante son los siguientes factores generales en tomar la decisión de inscribirse en una escuela o colegio?

Marque sólo una casilla en cada fila

	Nada importante	Importante	Muy importante
Costo	( )	( )	( )

	Nada importante	Importante	Muy importante
Ayuda financiera/oportunidades para becas	( )	( )	( )
La reputación de la escuela	( )	( )	( )
Oportunidades futuras de empleo	( )	( )	( )
Recomendaciones de familiares/amigos/empleador	( )	( )	( )
Ubicación de escuela (cerca de casa/trabajo) y estacionamiento adecuado	( )	( )	( )
La disponibilidad de clases deseadas	( )	( )	( )
La disponibilidad de cursos nocturnos o de fin de semana	( )	( )	( )
Facilidad del proceso de inscripción	( )	( )	( )
Un entrenamiento de trabajo específico/certificación/programa de licenciatura	( )	( )	( )
Disponibilidad de consejeros	( )	( )	( )
El tamaño y el tipo de bienvenida	( )	( )	( )

	Nada importante	Importante	Muy importante
Servicios útiles (por ejemplo, guarderías, adaptaciones para discapacidades, apoyo lingüístico)	( )	( )	( )

Otro:

```


```

10. ¿Qué importancia tienen los siguientes factores instruccionales en tomar la decisión de inscribirse en una determinada escuela o colegio?

Marque sólo una casilla en cada fila

	Nada importante	Importante	Muy importante
La aptitud y la disponibilidad de la facultad	( )	( )	( )
La flexibilidad del formato de las clase (por ejemplo, clases en línea, grupos pequeños, etc.)	( )	( )	( )
La calidad y acceso a la tecnología	( )	( )	( )
Los cursos acelerados (para terminar rápidamente)	( )	( )	( )
Cursos que combinan habilidades básicas con	( )	( )	( )

	Nada importante	Importante	Muy importante
entrenamiento para carreras			

Otro:
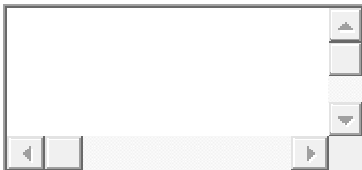
11. **¿Qué servicios usaría si estuvieran disponibles ?**

Seleccione todas las opciones que corresponden

- [ ] Ayuda financiera / apoyo
- [ ] Consejería académica
- [ ] Tutoría
- [ ] Servicios de evaluación (por ejemplo, evaluación de destrezas y capacidades que se relacionan con posibles trabajos / carreras)
- [ ] Prácticas y experiencia laboral
- [ ] Ayuda para conseguir empleo
- [ ] Cuidado de niños
- [ ] Adaptaciones para personas con discapacidades
- [ ] Apoyo con el idioma inglés
- [ ] Other:

12. **¿Qué otras clases/cursos le ayudarían a alcanzar sus metas educativas?**

13. **¿De qué otra manera podría la educación postsecundaria ser más relevante y fácil de usar para usted?**

[Submit]

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Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Directions: Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, begining in A10, list the data for each consortia member with a seperate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit, and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the cells.

Region (select your region from drop): Napa Valley

	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional	FY 12-13 Operational Cost for Instructional	FY 12-13 Operational Cost for Instructional	FY 12-13 Operational Cost for Instructional	FY 12-13 Operational Cost for Instructional	FY 12-13 Operational Cost for Instructional	FY 12-13 Operational Cost for Instructional	FY 12-13 Operational Cost for Instructional	Total FY 13-14 Operational Costs for	FY 13-14 Operational Cost for Instructional	FY 13-14 Operational Cost for Instructional	FY 13-14 Operational Cost for Instructional	FY 13-14 Operational Cost for Instructional	FY 13-14 Operational Cost for Instructional	FY 13-14 Operational Cost for Instructional
Total for Consortium Members:	11173	1051.83	7672352	5081737	815203	317342	745769	385002	309461	443260	3926918	2582460	145550	595381	48609	461696	93222	0

Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	Credit, Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit (select from drop down)	FY 12-13 Unduplicated Enrollment	ADA (CDE Adult Ed)/ FTES (Communi	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr	FY 13-14 Operational Costs for	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr	Op Cost Instr
Napa Valley Adult Ed	Napa Valley	1- Elementary and Basic Skills	CDE Adult Education	Non-Credit	1,791	145	984,098	717,212	109,770	69,309	14,782	64,997		8,064	0						
Napa Valley Adult Ed	Napa Valley	2- Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	2,118	165	717,255	446,086	136,229	46,298	36,388	40,711		11,543	0						
Napa Valley Adult Ed	Napa Valley	3- Adults with Disabilities	CDE Adult Education	Non-Credit	1,316	100	2,121,214	1,382,172	311,554	158,671	81,640	167,800		19,577	0						
Napa Valley Adult Ed	Napa Valley	4- Short Term CTE	CDE Adult Education	Non-Credit	952	150	373,421	218,874	65,355	43,070	30,471			373,421	0						
Napa Valley Adult Ed	Napa Valley	5- Programs for apprentices	CDE Adult Education	Non-Credit	56	23	46,440					46,440			0						
															0						
Napa Valley College	Napa Valley	1- Elementary and Basic Skills	Community College	Credit Basic Skills	2,949	282	1,979,315	1,545,598	70,652		362,820	345	100		2,474,124	1,964,632	72,258	436,756	398	100	
Napa Valley College	Napa Valley	1- Elementary and Basic Skills	Community College	Non-Credit	115	0	2,390	2,203			187				0						
Napa Valley College	Napa Valley	2- Classes and Courses for Immigrants	Community College	Credit Basic Skills	223	25	91,789	76,720			15,069				70,949	61,435		9,514			
Napa Valley College	Napa Valley	2- Classes and Courses for Immigrants	Community College	Non-Credit	363	24	66,345	60,596			5,749				42,820	39,656		3,164			
Napa Valley College	Napa Valley	3- Adults with Disabilities	Community College	Credit Basic Skills	144	2	126,141	101,623			24,518				44,973	35,926		9,047			
Napa Valley College	Napa Valley	3- Adults with Disabilities	Community College	Non-Credit	910	110	207,537	67,549			6,490		133,498		346,149	51,213		4,144		290,792	
Napa Valley College	Napa Valley	4- Short Term CTE	Community College	Non-Credit	184	3	580,480	137,075	121,843		92,366	44,896	153,615		529,830	110,588	79,292	64,747	42,956	145,025	93,222
Napa Valley College	Napa Valley	5- Programs for apprentices	Community College	Credit	52	24	375,927	276,229			75,289	2,161	22,248	30,685	418,073	319,010		68,029	5,255	25,779	

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Directions:	Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Enter the total dollar amount for each funding source by consortium member more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):	Napa Valley

	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13	Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Total For Consortia Members:	4578588	0	636272	159153	90846	4578588	90000	4578588

					Funding Source - Total Dollar Amount 2012-2013			
Member Name	**Region**	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13	Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Napa Valley Adult Education	Napa Valley	1,764,852		314,905		41,457	154,890		
Napa Valley College	Napa Valley	2,813,736		321,367	159,153	49,389	3,248,016	90,000	186,191

Table 2: Evaluation of Existing Adult Education Enrollment

	Directions	Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row 8. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):	Napa Valley

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Total for Members and Partners:	16943	11133	10219.92	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Napa Valley Adult Education	Napa Valley	1-Elementary and Basic Skills	1630	1797	1454	
Napa Valley Adult Education	Napa Valley	2- Classes and Courses for Immigra	3412	2132	2099	
Napa Valley Adult Education	Napa Valley	3- Adults with Disabilities	2089	1316	1028	
Napa Valley Adult Education	Napa Valley	4- Short Term CTE	1853	952	803	
Napa Valley Adult Education	Napa Valley	5- Programs for apprentices	152	56	60	
Napa Valley College	Napa Valley	1-Elementary and Basic Skills	3711	3064	3075	

Table 3.1 is a work plan for documenting these strategies and approaches the consortium plans to implement to establish efficient pathways and transitions among consortium participants.

TABLE 3.1: IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS, SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTICIPANTS						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Priority A – Bridges, Pathways and Transitions		Estimate of the Cost – For 2015-16	$580,204			
A I Alignment and Integration of Assessment and Placement	Align placement tools and methods between Napa Adult Ed and Napa Valley College Align assessments and 21 Century Skills (soft skills) with transition to career	Hire Supervisor Hire Curriculum Coordinator Hire Coordinator of Prof. Development Hire two Secretaries to support Supervisor	33,000 60,000 60,000 90,000	NVAE and NVC		Planning July 2015 June 2016 Implemen-tation to begin July 2016

Redesign assessment model	Assemble a standing committee from community ESL programs to develop assessment tool to measure outcomes. Use a Testing Specialist to review data Align basic skills and ESL/VESL assessments with the newly aligned curriculum in order to: - Ensure that test preparation courses are available so that students are more successful; thus, eliminating the need for additional prerequisites or courses to earn certificates, diplomas, or degrees - Ensure that the ESL assessment tool covers the breadth of needed skills: listening, reading, writing, grammar, speaking, and comprehension Establish assessment score thresholds or ranges to determine placement	and Coordinators Hire Consultants Work Teams or committee to review current assessments, review best practices, and recommend pilot program Staffing Curriculum Development Professional Development	8,000 5,000 2,000			

	Ensure that students' assessment scores are determinants of community college/job readiness				
	Ensure transparency by informing students of the score or score range they need to achieve to move ahead				
	Ensure the assessment tools can be administered: • Cost-effectively (online assessment, group sessions, etc.) • Optimally to meet students' needs and schedules.				
	Explore other evaluative tools, such as portfolios, GPAs and recommendations				
	Establish regional assessment/testing policies and procedures				
	Ensure assessment selection decisions are research-based				
	Apply research models to evaluate the effectiveness of selected assessments				

A II Align Curriculum	Explore the addition of a "bridge" class to prepare ESL students for NVC, CTE, ASE classes as a way of aligning curriculum. Develop a class or module that teaches students how to be "on-line student" "Articulate" or guide curriculum to NVC entry level. Deliver curriculum in a variety of formats including online courses, independent study, e-books, and 'lab' settings with some group work, student-directed learning and competency-based learning. Adult Education is using project-based learning, and the Consortium will explore the expansion of these methods to Napa Valley College. Introduce more academic language into ESL curriculum at NVAE and NVC at all levels including a focus on Career	Work Teams or committee to review current curriculum, review best practices, and recommend pilot program Curriculum developers. Staffing Teachers in Work Teams 2 Laptop carts 40 Laptops Travel, materials & supplies, presentations	15,000 4,204 38,000 30,000	NVAE and NVC		Planning July 2015 June 2016 Implemen-tation to begin July 2016

	Readiness and pre-GED skills.					
A III Industry/Sector Specific Pathways and Course Articulation	Develop Sector Pathways and course articulation utilizing the Industry & Occupational Employment Projections and the *Occupational Outlook Report for the North Bay Counties, 2014*	Hire CTE Coordinator	60,000	NVAE and NVC		Planning July 2015 June 2016

Implemen-tation to begin July 2016 |
| | Involve industry and business partners in the development and update of Industry Sector Pathways curriculum, course requirements, essential equipment and strategies for implementing internships, mentoring and job-shadowing | Work Teams or committee to review current pathways, review best practices, and recommend pilot program. | | | | |
| | Collaborate with Napa Valley County Office of Education, Napa Valley College, and the greater Northern California Career Pathways Alliance on the Career Pathways Trust Grant to focus on identified pathways (e.g., healthcare) | Curriculum Development

Professional Development | 20,000

10,000 | | | |

A IV Strategies for Accelerated Student Progress, including Transitions	Use WorkKeys assessment to determine students' academic level and steps to goals	Purchase WorkKeys and cost of student assessment	100,000	NVAE and NVC	Work Team designed evaluation tools	Planning July 2015 June 2016 Implemen-tation to begin July 2016
	Identify student goals and aspirations prior to beginning postsecondary education					
	Improve retention by offering more academic advising to students with personalized support focus, using Bilingual advisors/trainings	Work Teams or committee to review current strategies, review best practices, and recommend pilot program				
	Familiarize students with the college culture by leading visits for NVAE students to NVC					
	Improve transitions from K12 High School to Adult Education, particularly for students with disabilities by developing collaborative relationship with high school RSP teachers and counselors. Hire an additional Special Education Instructor at NVAE. Develop an ongoing strand of matriculation trainings/orientation	Professional Development	10,000			
		Engage cross-advisory committees				
		Staffing: Hire RSP Teacher	30,000			

	requesting accommodations and education planning. Utilize "ambassadors" through Welcome Center, and online Naviance or other programs				
	Implement mandatory advising (i.e., a student could not register until they meet with a counselor) at NVC and for ESL also at NVAE				
	Align resources to eliminate redundancy by sharing existing counseling resources between NVAE and NVC				
	With placement staff, develop collaborative progress reports to aid faculty in better preparing students for the workforce				
	Consider dual enrollment options between NVAE and NVC				
	Create Career Handbook developed jointly by NVAE and NVC and using student	Cost of materials and printing	5,000		

	surveys for input and outcomes					
	Create Student Success process in appropriate program areas to provide supplemental learning activities that support enhanced student learning					
	Continue collaboration with the Community Foundation to provide more citizenship classes and naturalization for immigrants					
	Increase transition rate from community service agencies or community at large into adult education / training system					
	Develop partnership with Regional Center and Department of Rehabilitation to serve the intellectually and disabled students who are not currently served at NVAE or NVC, and who may need employment					

	Develop a collaborative partnership with Napa State Hospital, NVC and NVAE to share teaching faculty, vocational services, clinical expertise and complete range of assessments. Napa State Hospital residential program currently serves students, 18-22 years of age in GED prep and basic literacy using their own teachers Develop additional apprenticeship programs Research Pre-Apprenticeship programs in support of transitions, "middle pathways", between HS and community college to encourage student engagement and progress					
Priority B – Comprehensive Student Supports		Estimate of the Cost – For 2015-16 $262,000				
B I Student Education and Career Plan	Require an Education/Career Plan for each student upon enrolling	Supervisor salary Hire consultants	33,000 8,000	NVAE and NVC	Work Team designed evaluation tools	Planning July 2015 June 2016

	Develop consistent, in-class student goal-setting with end-of-semester student reflection of stated career/professional goals	Work Teams or committee to review current plan, review best practices, and recommend pilot program				Implemen-tation to begin July 2016
		Travel, materials and supplies, presentations	20,000			
B II Counseling Best Practices	Counseling and Advisory Services: Increase the number of counselors at both NVAE and NVC Develop strategies to support identified high risk students, including 21st century skills (soft skills), constant encouragement and motivation, small class sizes (a 1:10 ratio) and more	Staffing Hire two counselors Hire consultants	170,000 8,000	NVAE and NVC	Work Team designed evaluation tools	Planning July 2015 June 2016 Implemen-tation to begin July 2016

	opportunities for an Independent Study format. Embed soft skills training into all ABE/ASE/ESL/CTE courses along the pathways Create an extended orientation course at NVAE, co-taught by a counselor, with case management for all students					
B III Student Community Supports	Increase availability of childcare at both institutions and community-based child care centers Assist pregnant and parenting teens who are dealing with teen parent issues Conduct workshops and self-directed learning activities (e.g., time management skills). Offer flexible scheduling	Childcare services Work Teams or committee to review current needs, strategies, and community partners. Review best practices	10,000 5,000	NVAE and NVC	Work Team designed evaluation tools	Planning July 2015 June 2016 Implemen-tation to begin July 2016

		recommend pilot program				
		Consultants	8,000			
Priority C – Common Data/Accountability , Systems and Communications		Estimate of the Cost – For 2015-16 $66,000				
C I Data, Accountability and Data Management	Develop common database and student outcome tracking systems, building upon the current systems	Supervisor Salary	33,000	NVAE and NVC	Work Team designed evaluation tools	Planning July 2015 June 2016
		Hire consultants	8,000			Implemen-tation to begin July 2016
		Work teams from NVAE and NVC, along with data experts	5,000			
C II Consortium Information Systems	Develop an effective communication plan to provide consistent messaging across all segments of the population (students, faculty, counselors, community agencies, etc.)	Develop a joint committee of NVAE and NVC faculty and staff		NVAE and NVC	Work Team designed evaluation tools	Planning July 2015 June 2016 Implemen-tation to begin July 2016

	Improve outreach and communications in order to enhance access for students, and familiarize them with the postsecondary academic culture, and transitional pathways between NVAE and NVC to Career	Utilize marketing and communica-tions expertise Utilize student surveys				
	Develop a graphic image which identifies all transitional pathways between NVAE and NVC to Career. Utilize it as a marketing and informational tool for the community	Travel, materials and supplies	20,000			

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS						
Description of the Gap	**Strategies to Address the Gap**	**Resources needed**	**Estimate of the Cost**	**Responsible Parties (Specific school district(s) or college(s))**	**Methods of Assessment**	**Timeline**
Bridges, Pathways and Transitions	Align curriculum, between agencies, among disciplines, and across programs. Clearly articulate pathways to success	Staff to align curriculum, professional development, common assessment tool(s)	368,000	NVAE and NVC	TBD	Planning July 2015-June 2016 Implemen-tation to begin July 2016
Geographic Access	Engage representatives from underserved regions Engage Family Resource Centers and libraries throughout the County. Increase recruitment in underserved areas. Utilize Satellite locations. Locate facilities that are	Marketing and Outreach plan and strategies Satellite Facilities	70,000	NVAE and NVC	TBD	Planning July 2014-June 2016 Implemen-tation to begin July 2016

	accessible, usable, non-threatening, with adequate parking, lighting and technology Use facilities more strategically at Main College campus and Upper Valley Campus and other facilities where services can be co-located Explore availability of a classroom in library of every community. Use American Canyon as satellite for Basic Skills. Use St. Helena/ Calistoga as satellite for ESL Provide multiple approaches to outreach to underserved populations Improve transportation. Use shuttles between NVC campuses (utilize Napa County				

	Transportation Planning Agency- NCTPA or other options for shuttle) Explore Distance Learning options Explore more comprehensive Independent Study options					
Counseling and Student support Services	Increase counselors, advisors, and information navigators Develop Student Success Centers/processes Improve collaboration intra-system and across systems. Improve enrollment practices which are confusing especially for low literacy/ESL and students with disabilities.	Staffing Hire two counselors at $85,000 each	170,000	NVAE and NVC	TBD	Planning July 2015- June 2016 Implemen- tation to begin July 2016

	Improve class registration system and related technology				
	Improve access to and availability of financial aid				
	Improve recruitment, orientation and retention systems				
	Improve tracking of at risk students				
	Increase availability of childcare and transportation	Childcare services	10,000		
	Use the following instructional strategies for accelerated learning: • Blended Learning • Project Based Learning • Modularized Learning • Learning Communities				

	• Include work skills and 'soft skills' in all instruction • Contextual learning focused on workplace training Utilize technology for 21st century skills curricula Improve assessment process to determine best placement before enrollment					
Capacity and Resources	Improve technology, infrastructure, equipment and supplies of off-site campuses, including wireless capabilities, student laptops, and furniture for Project-Based Learning, etc. Develop technology maintenance and replacement plan for all campuses	2 Laptop carts 40 Laptops	4204 38000	NVAE and NVC	TBD	Planning July 2015-June 2016 Implemen-tation to begin July 2016

	Improve hardware/software capabilities of all sites					
	Provide adequate staffing (in numbers and quality). Train college level teachers in working with low literacy, high risk population. Expand district-wide pool of NVAE teachers and HS diploma teachers. Provide training in specific subject areas, especially Math and ESL	Staffing, consultants and professional development	182,000			
	Develop a system whereby faculty at both institutions can co-teach with same pay and expectations, and can move from institution to institution. Provide equitable pay for NVC and NVAE faculty. Cross-train and cross-teach. Address the credential					

	disconnect between NVC and NVAE. Hire full-time faculty					
Lack of Data, Metrics and Tracking	Develop common assessments, student tracking and data management For Post education follow up, develop systematic ways to follow up with students Develop and build on Data Management Systems. Develop common measurements for service delivery and student outcomes	66,000	66,000	NVAE and NVC	TBD	Planning July 2015-June 2016 Implemen-tation to begin July 2016

TABLE 5.1: WORK PLAN FOR IMPLEMENTING APPROACHES PROVEN TO ACCELERATE A STUDENT'S PROGRESS TOWARD HIS OR HER ACADEMIC OR CAREER GOALS

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Assist students with step-by-step goal setting, to include a written education plan for each student, with support from qualified advisors and teachers who review and monitor success as a means of accelerating students	Educate students about academic cultures and expectations. Develop self-directed educational plan utilizing computer software Improve advisor to student ratio Identify best practices and latest advising techniques and resources Provide small class sizes Implement a buddy or mentor system	Additional Staffing Access to software and technology Professional Development: Train faculty at both institutions in relevant practices.	584,000 20,000	NVAE and NVC	TBD	Planning July 2014-June 2016 Implementation to begin July 2016
Students require a pathway to higher level	Use Naviance or other student tracking system	Need common		NVAE and NVC		Planning July 2014-June 2016

classes if they have the skills. Utilize the Integrated Education Training Model.	Utilize and build on the WorkKeys program Use WorkKeys assessment to determine student's academic level and steps to goals (how long it will take to go from 5th grade math to calculus) • Develop a system of referrals for students	tracking system Cost of WorkKeys Job Assessment System "Grannie Cloud" – retired volunteers to work with at-risk students Partner with Regional Center, WorkAbility, OJT	100,000			Implemen-tation to begin July 2016

Utilize technology for 21st century skills curricula.	Embed technology across curriculum to provide deeper learning	Access to appropriate technology	80,000	NVAE and NVC		Planning July 2014-June 2016 Implementation to begin July 2016
Offer an "Introduction to College" course (Chaffey College Model) at NVAE campus to bridge institutions and accelerate student progress	Use Integrate Directed Learning Activities (Chaffey Model) and Student Success Centers to serve the entire population	Staffing	Included in totals on page 173	NVAE and NVC		Planning July 2015-June 2016 Implementation to begin July 2016
Build Middle CTE Pathways	Design or purchase a curriculum to build "Middle CTE Pathways" with contextualized Foundation Skills courses in ABE/ASE/ESL to- GED, HS diploma and beyond Seek a-g UC approval for Certified Nursing Assistant	Curriculum	20,000	NVAE and NVC		Planning July 2014-June 2016 Implementation to begin July 2016

	and other pre-requisite or certificate courses at NVAE for aligning to NVC requirements				
	Create or adopt a common entry assessment				
	Create combined NVC/NVAE learning/training system for college entry assessment, apprenticeship entry assessment preparation program				
	Create a system for referral for those who do not pass NVC English 85 level and Math 90 level to NVAE ASE/ABE programs				
	Create a NVAE competency- based type model course for Eng 85 and Math 90 where students make up only the parts of those failed courses or exam areas. Have NVC accept those courses as "Passed" Eng 85 or Math 90, thus allowing student to				

	move into desired program area					
Provide students with contextualized instruction through a collaborative effort of faculty at NVAE and NVC, in order for students to better transition from Basic Skill level to Post Secondary curriculum or jobs	Research strategies and best practices for team-teaching, learning communities, VESL cluster classes, etc. Use the following instructional strategies: • Blended Learning • Project Based Learning • Competency Based Learning • Modularized Learning • Learning Communities • Include work skills and 'soft skills' in all instruction Introduce/refine Contextual learning focused on workplace training. Identify effective teaching strategies then provide joint professional development for NVAE and NVC faculty	Staffing/ Professional Development	40,000	NVAE and NVC		Planning July 2014-June 2016 Implemen-tation to begin July 2016

	in best practices (multi-level methodologies, etc.) Educate faculty on newest legislation, mandates and initiatives related to student success (e.g., Student Success Task Force, Career and College Readiness standards) Align with the 4 C's of the Common Core Standards – Communication, Collaboration, Critical Thinking, and Creativity				

TABLE 6.1 CURRENT PROFESSIONAL DEVELOPMENT

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Current offerings	English language development methodology and techniques for ESL teachers How to integrate 21st century skills and Project-Based Learning into a life-skills, vocational or academic curriculum How to teach a multi-level class How to maximize the use of technology in classroom instruction e.g. videos, Google Docs, presentation software, cell phone strategies, etc. How to conduct collaborative classroom learning (e.g. Cooperative Learning techniques, pair and partner work, etc.)	A, B, C, D, E	20,000

TABLE 6.2   COLLABORATIVE PROFESSIONAL DEVELOPMENT PLAN

In the table below, address topics the consortium considers priorities for _collaborative_ professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Content areas needed	How to contextualize instruction so that students see the connection between basic skills and academic or vocational content How to modularize content so there are multiple entry and exit points How to effectively integrate Common Core and Career and College Readiness Standards into instruction How to focus instruction on transitions, provide relevant information, assess students' progress towards transitioning, and track outcomes How to conduct "close reading" in the classroom and related text-dependent strategies to facilitate academic reading	A,B,C,D,E	24,000

	Train non-ESL faculty who are working with transitioning ESL students in the use of successful ESL strategies		
	Train NVC faculty on NVAE requirements, procedures, learning environment, etc., and vice versa		
	Train teachers on advising students on how to pursue further education and career goals (including access to resources)		
	Train teachers on mandates, initiatives, legislation, etc. related to student success		
Format needed to develop	- Offer joint professional development for NVAE and NVC faculty (and possibly others) where relevant. Hold professional development at both organizations periodically. May take form of a "Professional Development Institute" held at regular intervals. - Develop a system whereby NVC and NVAE faculty work collaboratively on aligning curriculum - Facilitate peer-to-peer visits to reciprocal campuses to observe classes, students, teaching approaches, etc. Follow up with regular de-brief sessions. Use a common class observation tool - Use I-BEST approach (Washington State) in vocational classes to teach ESL/basic skills and work-skill content simultaneously (in a team-teaching format) - Provide structured mentoring for all struggling faculty - Provide mentor training	A, B, C, D, E	60,000

	• Explore and provide training on the use of tools for online PD (Blackboard, Moodle, webinars, podcasts) • Encourage faculty from both institutions to provide workshops on areas of special expertise • Make teachers more familiar with online resources (e.g. OTAN, CALPRO, etc.) • Provide payment for staff for professional development sessions; e.g. "Earn While You Learn" model to integrate lesson planning into PD sessions. Teachers then present their learning (Project-based learning) • Follow up on all professional development offerings. Observe teachers doing what they learned • Assess the impact of professional development offerings on teachers, students and the organization's overall outcomes • Integrate workshops into professional development systems at district and college (CEU – Continuing Education Units) • Take advantage of regular Napa County Office of Education Technology trainings • Integrate the needs of our community partners into our regional professional development offerings • Tie professional development to professional goals via a personnel appraisal systems. Provides motivation and context • Offer self-paced learning formats via a digital platform (e.g. modular approach)		

TABLE 7.1 LEVERAGE OF EXISTING REGIONAL STRUCTURES FROM PARTNERS

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Napa County Library Literacy Center	1-5	ESL classes to be expanded at the libraries by NVAE staff	NVAE/NVC	Facilities	2015-2016
American Canyon Family Resource Center	1-5	Training for NVAE/NVC staff in SparkPoint program, information and referral sources in the community	NVAE/NVC	Staff time	2015-2016
The Learning Oasis	1-5	Sharing of career resources; professional development for NVAE/NVC staff	NVAE/NVC	Staff time, materials	2015-2016
Puertas Abiertas Community Resource Center	1-5	Citizenship Legal Services workshops for NVAE/NVC students; increase referrals to Plaza Comunitaria	NVAE/NVC	Staff time	2015-2016
Queen of the Valley Medical Center	1-5	Professional development for NVAE, NVC staff on the Queen's classes to support clients in employment	NVAE/NVC	Staff time	2015-2016
Department of Rehabilitation	1-5	Establish on-campus presence to serve students who are DOR clients	NVC	Staff time	2015-2016

Napa State Hospital	1-5	Address gaps in Basic Adult Education, Literacy (ESL) and GED Prep. Investigate distance-ed college courses for adult inmate population.	NVAE/NVC	Staff time; Facilities	2015-2016
Napa County First Five	1-5	Increase outreach of between organizations to better serve NVAE/NVC students and their children (e.g. health/dental care)	NVAE/NVC	Funding to support family literacy	2015-2016
Napa Valley Vintners Association	1-5	Increase outreach and collaboration to identify potential clients for bilingual family literacy services	NVAE/NVC	TBD	2015-2016
Moving Forward Towards Independence	1-5	Increase communication regarding shared clients in common; provide professional development to NVAE/NVC staff on services,	NVAE/NVC	Staff time	2015-2016
National Electrical Contractors Association	1-5	Increase collaboration to refer more students to apprenticeship program	NVAE/NVC	Staff time	2015-2016
Napa-Lake Workforce Investment Board	1-5	Work extensively with our local WIB to create a combined learning/training system to serve adults in the Napa Valley	NVAE/NVC	Staff time; potential for cash	2015-2016
St. Helena/Calistoga Family Resource Ctr	1-5	Collaborate to ensure students Upvalley are receiving social and	NVAE/NVC	TBD	2015-2016

		health services available; Investigate possible Satellite site			
Northern California Career Pathways Trust Fund	1-5	Investigate linked pathway programs	NVAE/NVC	Potential cash	2015-16
Napa Education and Training Consortium	1-5	Further develop and refine sector strategies in line with planned career pathways	NVAE/NVC	TBD	2015-16
Napa Valley Veteran's Home	1-5	TBD	NVC	Facilities	2015-16
Napa County Grape Growers	1-5	Potential to develop and expand workplace-focused classes	NVAE/NVC	TBD	2016-17
On the Move Parent University	1-5	Investigate broadening ESL class offerings to fill geographic gaps; increase NVAE/NVC staff awareness of client services	NVAE/NVC	TBD	2015-16
St. Helena Unified School District and Calistoga JUSD	1-5	Consider offering ESL classes in Calistoga	NVAE/NVC	Potential satellite site; facilities	2015-16

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.