

AB86 Napa Valley Regional Comprehensive Plan 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 and GED 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 ultimate goal of the plan is to realize the following vision:

Napa Valley Regional Consortium seeks to create a student centered continuum of educational programs and services that result in a literate and trained workforce that is diverse, representing the complete composition of our Napa Valley.

Process:

The Napa Valley's 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. That 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. After a draft plan is submitted at the end of 2014, the public input begins, including consumer feedback and policy boards review.

Communication is handled through a central website and through an email process. The website is <http://bit.ly/1tGNefG>

Progress to-date:

Regional Comprehensive Plan first draft was submitted 7/30/14 and included a demographic, economic, educational and job/occupational profile of the region. Also included was the initial response to the following 3 objectives of the plan:

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

The following were gaps identified across program areas:

Disparity of access to services – Napa Valley College, Napa Valley Adult Education, Napa State Hospital, WorkForce Napa and the Department of Rehabilitation are all located in the city of Napa. Even with some satellite programs it is inadequate to meet the needs of the population spread throughout the County.

Outreach to target populations – Data show many more potential students in the AB 86 categories than are currently being served. Some programs report an under-utilization of classes, training and services rather than extensive wait lists of students. This could indicate a lack of awareness of services, their eligibility requirements, or a reluctance of some populations to engage with social services or public sector systems.

Lack of Data, Metrics and Tracking – The lack of data relates to quantitative and qualitative data within systems and programs, and certainly cross-systems and programs. Metrics are relatively different for each program and vary in definitions, assessments, requirements, outcomes and success.

Initial recommendations of the Napa Valley Regional Consortium relate to the program administration, development and infrastructure level as well as the program services level. Consistently, the planning process has identified shared principles of delivering effective education and career services that focus on the individual student success. 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.

Four themes emerged in the planning processes that have informed all recommendations:

- *Student focused* –a comprehensive assessment, then an education and career plan that identifies a step-by-step pathway (education, training, support services, job placement). Most students require 21st Century skills such interview skills, personal habits, critical thinking, social skills and effective communication skills.
- *Common metrics* – include shared definitions and measurements of success, common outcome data and tracking of student progress and transition. AB86 program areas overlap and services provided under each program area must have common assessments, referral processes and student tracking.
- *Collaboration* – a commitment to moving from a vertical orientation meaning individual organizations confined to working independently, to a more horizontal 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* - shared training, technical assistance, learning and teaching approaches and integration of services.

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 of the “how” and “what” of the system integration.

The next draft of the Plan, due 10/30/14, will address the following objectives:

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

Objective #5: Plans to employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Timeline:

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| July 31, 2014 | First Draft Submitted, Objectives 1, 2 and 4 to-date |
| Oct 31, 2014 | Second Draft due, Objectives 3, 5, 6 and 7 |
| Dec 31, 2014 | Final Draft of Plan due |
| March 31, 2015 | Final Plan due after a public process which includes community and stakeholders input |