



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-36

1.2 Consortium Name:

Napa Valley Adult Education Consortium

1.3 Primary Contact Name:

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1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

Napa Valley Adult Education Consortium (NVAEC) 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.

The adults in our community who are targeted by the mandates of AB104’s seven Program Areas are the most at-risk learners, often burdened with a panoply of life problems. They are characterized by low skills, previous academic failures and economic challenges; they are often under-employed and frequently encounter transportation and child care problems; they may have learning disabilities or other disabilities, either identified or not by previous educational institutions. 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 that will be addressed by the Regional Plan.

The NVAEC Three-Year Plan strives to remedy the identified gaps across the region:

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 Napa Valley Adult Education and Napa Valley College. By expanding service provision at both sites, as well as bringing new services to areas that have not traditionally had the benefit of Adult Education, the NVAEC Board strives to improve access to services by all Adult Students.

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. With the funding provided by AB104, NVAEC will expand both the number of students served across the region, as well as the professional development received by faculty and staff at Member and Partner organizations.

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. By increasing available counselors, one at Napa Valley Adult School and one at Napa Valley College, support and transition services will be provided to an increased number of Adult learners. NVC may choose to train current counselors and hire part-time counselors as opposed to hiring a full-time counselor.

5. Service Delivery. From outreach to course content to job placement and follow up, every point of service delivery has gaps for some students. NVAEC plans to address the needs of diverse students through offering programs, support services and differentiated instruction to address unmet needs.

6. Common Data/Accountability Systems and Communications. Using data to align curriculum, services, employment options and career pathways requires analysis and ongoing dialog between members and partners. Students in order to make informed decisions need up to date feedback about their interests, aptitudes, abilities and progress, as well as prevalent information on educational options, support services, employment opportunities and services that address their current ability levels. The NVAEC Board will be seeking methods to leverage partnerships and create a new infrastructure for ongoing communication and collaboration to determine efficient and effective methods to track student progress, communicate clearly with students and interpret and share outcomes. Exploration of comprehensive assessment instruments and accountability programs will determine a common data system.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Napa Valley Adult Education (NVAE) provides basic education to those Adult learners who assess at the PreK-8 levels of academic performance and prepares students to take the GED through their preparation programs. Napa Valley College (NVC) and NVAE administer the GED through their testing centers. Testing is scheduled throughout the week to allow for maximum flexibility and student access. NVAE provides an adult High School Diploma program and a Pregnant and Parenting

Teen High School program, with College and Career Readiness as a major component. NVC staff visit these programs to inform the students about the college and provide financial aid information and support in completing applications. NVAE teachers often take students on field trips to NVC to familiarize them with the campus and services. Students and staff jointly attend job fairs hosted on the NVC campus. Napa Valley College hosts a yearly 'High School Breakfast' attended by NVAE counselors, teachers and supervisors. The agenda covers successfully transitioning students to college and information about career pathways.

NVC provides math and English assessment to all its newly enrolled students to determine proper course placement. As with the majority of community colleges 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 Learning Skills (LRNS) classes (below college level). The LRNS classes are typically populated with students with disabilities and are taught by instructors with specific credentials and experience teaching this population of students. 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 program and receive accommodations in the academic setting. Basic skill level English as a Second Language 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. NVC also provides Adult Basic Skills and ESL classes through their non-credit program throughout the Valley.

2.2b Objective #2: An updated evaluation of current needs for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

There has been no substantive change in the local regional economy or data provided by the partner Workforce Development Boards since submission of the Regional Plan in March 2015.

The Workforce Development Board of Napa-Lake County is a Partner organization of the NVAEC, and provides regular input and guidance on programming in the region based on sector analytics. The NVAEC Board will continue to request information regarding the labor market shifts in the region and make adjustments to course offerings and program implementation based on shifts in high-growth sectors.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The NVAEC Board recognizes the need to prepare adults for entry to the workforce in family sustaining jobs. To this end, the Board is actively engaged with the Napa-Lake Workforce Development Board to streamline all service provision in Adult Education and Employment services across the Napa Valley Region. Early discussions are taking place to identify sectors of the region where this need is identifiable, and frameworks are being developed to address through programmatic implementation.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The NVAEC Leadership Task Force has reached out to the Apprenticeship Coordinator, Division of Apprenticeship Standards at the California Community College Chancellor's Office. The goals for a meeting include 1) to receive an introductory overview about the services offered to education providers in the Napa Valley region, and 2) to schedule a presentation to the NVAEC Leadership Task Force about existing programs and possible new programs. Understanding how the state can support this new program area is a critical step to success. Aside from these meetings, next-steps include exploration of interest among key high-growth sectors for the implementation of pre-apprenticeship programs in the region.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

As this is a new Program Area, the NVAEC Leadership Task Force is currently exploring options to add programs to Member districts to provide this service, or modify existing services to meet this need. For Example, as a result of discussions with the NVUSD Parent Engagement Coordinator, a survey to staff and parents via District parent liaisons will be utilized to determine need, capacity and support for participation. Some programs that focus on parental literacy could be modified to provide more instruction on tutoring, English language development and a broader knowledge of the K-12 curriculum requirements and therefore align successful implementation of this Program Area.

2.3d Collection and availability of data. (REQUIRED)

Napa Valley Adult Education currently uses ASAP for student attendance and demographics information and TOPSpro Enterprise as a data management system to ensure program quality and to track student learning gains. Outcomes are measured against national standards as part of WIOA funding requirements. All K-12 Adult Education programs will use CASAS and TOPSpro Enterprise to manage student assessment data. Moving forward, it is a goal for all Consortium programs to implement and use shared assessment instruments and accountability programs. This will create a seamless transition for students between Adult Education service providers. Napa Valley College is also mandated to collect data to ensure the quality of its educational programs and services. All instructional programs have defined Student Learning Outcomes (SLO) that are regularly assessed. The California Community Colleges Chancellor's Office has several data collection tools to collect and analyze student data. The California Community College Student Success Scorecard tracks data about remedial instruction, student retention, graduation and completion rates and job training programs. The Basic Skills Progress Tracker provides specific course completion rates for basic skills classes in English, math and ESL. The data can be aggregated by demographics and financial aid options. For local academic assessment tracking, Napa Valley College utilizes CTEP, CELSA and MDTP for student assessment and placement.

Alignments between these assessments are being developed by the NVAEC Leadership Task Force.

2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)

All Members of the Napa Valley Adult Education Consortium adhere to the guidelines of the California Department of Education (CDE) and the Chancellor's office when hiring new faculty and staff. Teachers at Napa Valley Adult education and other K-12 districts are credentialed in the subject areas in which they teach by the California Commission on Teacher Credentialing. NVC instructors meet California Community College minimum qualifications as defined by the Chancellor's office in discipline specific areas. Alignment of hiring standards is currently being completed by the NVAEC Leadership Committee with the goal of making recommendations to each of the Member districts.

2.3f Alignment of academic content and curricula (OPTIONAL)

The NVAEC Board recognizes the importance of aligning academic content and curricula. To begin addressing this goal, the Board has allocated funding to:

- ❖ Assess, develop and provide seamless transitions in curricula to provide the education needed for students to be prepared and successful in post-secondary education.
- ❖ Develop accelerated learning opportunities by compressing courses into shorter, more intensive terms.
- ❖ Create competency-based learning where individualized instruction based on a student's need for specific and focused real-life skills.
- ❖ Develop contextualized learning by putting basic skills content into the context of a student's goals and career path.
- ❖ Provide additional opportunities for accelerated, competency-based and distance learning through additional on-line digital curriculum and/or blended learning projects and classes
- ❖ Provide teacher release days and/or additional paid time to analyze and develop common terminology and talking points to better communicate with students, staff and community members.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

The NVAEC Board recognizes the importance of aligning education services supported by the AB104 AEBG. To achieve success, the Board has allocated monies to fund additional counseling staff time at each of the Member districts. The NVAEC Board has also allocated funding to 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 Adult Education and Napa Valley College to career. Effective communications will include consistent messaging across all segments of the population (students, faculty, counselors, community agencies, etc.) using emails, website and other social media.

Section 3: Consortium Member Signature Block

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