

AB86: In the beginning... 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.
5. Service Delivery. From outreach to course content to job placement and follow up, every point of service delivery has some gaps for some students.
6. 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

- a. 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.
- b. 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.
- c. 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.

- d. 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.
- e. 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

- a. 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.
- b. 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.
- c. 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

- a. 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.
- b. 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.

Executive Summary for 2015-16

What is the purpose of this effort?

The ultimate goal is to realize the following vision:

Napa Valley Adult Education 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.

Who is leading the effort? Who is involved?

The newly formed Board for this effort contains 3 members from Napa Valley College, 3 members from Napa Unified School District and the County Superintendent of Schools. The work is being done by faculty and administrators of all of these entities with the help of many community partners.

What are the problems and our solutions?

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.

What is being done in this school year?

1. **Organize and manage the Consortium** - The Board is formed and follows their adopted rules of doing business. The governance plan is in place and monthly meetings conducted to plan and approve the actions of the grant. Staff is hired and trained.
2. **Formalize community partnerships-** The MOUs for both WIOA and AB 104 are put in place. Referrals and services begin.
3. **Data collection and student tracking system is put in place-** Responding to the student reporting system requires an interim solution before the State adopts a formal system shared by both the colleges and the adult schools.
4. **Program areas are developed** - Curriculum alignment, common assessment and placement tools, and career pathways are further developed. Increased access and enrollment continues. More students complete classes and transfer to higher education or jobs. Counsellors are hired and trained. A common education and employment plan is developed and tested.
5. **Professional development continues-** A plan that includes various relevant topics presented in several formats, including electronically, through conference materials, in regional workshops and peer to peer is developed and begins implementation.

Executive Summary for 2016-17 in Progress

Expanding upon the existing foundation, the major components in the 2016-17 plan are those which develop and expand adult educational services with a student/customer-centric vision:

1. **Continue creating seamless adult education** via bridges, transitions and pathways and expanded programming. This involves programming to encourage/help adult students to achieve their academic and career goals, and includes transitional classes and articulation between the member institutions (NVUSD, AE, NVC), the addition of classes to meet identified gaps.
2. **Develop and expand upon transitions to the workplace.** Job training programs will include apprenticeships, pre-apprenticeships, on-the-job-training, job readiness, industry-based training programs, as well as vocational skills training.
3. **Provide/expand access to service in expanded geographic areas.** As a key identified gap, steps to expand service to students in remote geographical areas began in 2015-16 with the introduction of classes in American Canyon. The focus of this year will be to identify the best delivery options for expanded services (for example, distance learning) and continue developing options for identified under-served geographic areas in up-valley and south county residents, including Yountville, Calistoga, American Canyon, Berryessa and outlying areas.
4. **Create student support systems** to improve student outcomes. This means developing key student supports identified in the original 3-year plan including individual student education/career plans; providing counseling and advisory services to support high risk populations; support services such as child care, transportation, books and supplies, tutoring; classroom and job accommodations for adults with disabilities; and creating bridge classes to prepare ESL students for NVC, CTE and ASE classes.
5. **Improve consortium educational capacity through infrastructure building, partnership development and professional development** for faculty and staff. Infrastructure building includes technological needs (such as for data systems support and distance education), identifying and filling key service positions (such as the expansion of counseling services), as well as addressing facility deficiencies. The consortium will also start building on the partners it created, determining how partners can help bridge the infrastructure gaps and provide services and supports for unmet student/customer needs. Professional development will continue to play a key role in these efforts as discussed above.
6. **Create common data systems and shared communications** for students throughout the system. The pursuit of common data systems was initiated in 2015-16 and will play more of a central theme in 2016-17 and includes referral, placement, and accountability. Communications includes the sharing of information to lead to empowered and informed decision making by students, member and partner organizations, and other stakeholders (such as employers). As a result it includes publicly available information, inter-organizational communications, as well as communications with students about their status, development (interests, aptitudes, abilities and progress), resources (support and employment services) and market knowledge (educational and employment opportunities).