

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 14, 2018, 8:38 PM UTC Action Taskman

36 Napa Valley Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The consortium's vision is to provide a continuum of adult programming in Napa Valley to help adult learners reach academic and career goals. This includes: - Understanding the demographics and needs of the regional population to prioritize education and support systems - Emphasizing regional career opportunities, especially living wage opportunities - Providing transitions for a full continuum of education through to college - Partnering with regional organizations to leverage resources and better capture students Key accomplishments in 2017-18 include: - Created a common referral process to refer students to NVAE from NVC and to NVC from NVAE; established criteria, contact information and documents/assessment information to be shared between NVC and NVAE - Developed and piloted the hospitality program to expand CTE - Offered multi-level, and intermediate level ESL up-valley (Calistoga and St. Helena) (NVC) - Offered ESL College Prep course at NVC - Created and posted online "Infographs" to support Pathways and touchpoints (NVC/NVAE) for counselor to share with students - Improved use of student information to provide better services; piloted a Student Education Plan (SEP) (NVAE) - Added orientation to all CTE classes (NVAE) Our priorities for 2018-19 are: - Identify and implement agreed upon pathway and skill levels for service of ESL students at NVC/NVAE - Implement common referral protocol for students to NVAE from NVC and to NVC from NVAE - Provide AE courses and supports in for north county ("up-valley") for Calistoga/St. Helena including ESL and ABE/HS completion/HSE - Provide classes and supports to meet basic AE needs for south county (i.e., American Canyon) in ESL and ABE/HS completion/HSE - Improve services and supports to students with disabilities (e.g., counseling, tutoring and writing support class @ NVC) - Offer expanded workshops for parents to help K-12 students succeed in school - Explore and, if possible, implement Pearson Vue or similar testing resource - Expand CTE targeted at helping adults prepare for regional high-demand careers and/or improve current careers, both expanding current programs and adding new courses These goals are consistent with the vision created in our three-year adult education plan for the region.

Regional Planning Overview

For the next 3-year plan due in May/June 2019, Napa Valley Adult Education Consortium will gather information by: 1. Review of Labor Market Data 2. Regional meetings with business community/other stakeholders to gather input 3. A targeted meeting up-valley (targeting St. Helena and Calistoga in particular) 4. Board retreat to review input/revise draft 5. Work groups 6. Posting final version for public comment and board approval 7. Submitting to state and posting final approved version on NVAEC website Differences from the original process include: 1. Upper Valley presence on the board now, which means a greater voice/representation for the upper valley region 2. Dedicated upper valley meeting to further encourage information flow 3. Workforce Alliance of the North Bay (WANB, the local WIB) participation in the process

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Gap: Lack of adult education courses and supports in the northern section ('up-valley') of Napa Valley in the city of Calistoga and St. Helena. This especially includes ESL and ABE/high school completion. Reason: Need to overcome transportation barrier; the two main member organizations (Napa Valley College and Napa Valley Adult Education) are within five miles of each other creating a natural centralization of adult education.

How do you know? What resources did you use to identify these gaps?

1. Demographic information about distribution of population 2. Partners to the north, including UpValley Family Centers and Calistoga Joint USD helped identify specific needs 3. Student surveys sent to 'up-valley' residents

How will you measure effectiveness / progress towards meeting this need?

Increases in the up-valley students, specifically: 1. Post-test CASAS Scores 2. Diplomas earned 3. Students developing Next Steps Plans to enter college and/or careers 4. Students transitioning into college or careers 5. Number of students served

Regional Need #2**Gaps in Service / Regional Needs**

Gap: Lack of sufficient classes within centrally served area and supports that meet basic adult education needs for adult learners, including: 1. ESL classes at NVAE, NVC and up-valley 2. Adult Basic and Secondary Education 3. Non-credit vocational courses in short-term CTE areas 4. Classes for parents of K-12 children Reasons: Class growth has been slow due to finding teachers; working students are in need of a variety of scheduling options (later hours and weekend classes)

How do you know? What resources did you use to identify these gaps?

1. Mutually-funded joint counselor follow-up with students and counselor partnership with Workforce Napa for jobs support services 2. Referrals and input from community partners, organizations both inside and outside of the region 3. Tracking requests from community members seeking specific adult education

How will you measure effectiveness / progress towards meeting this need?

1. Post-test CASAS Scores 2. Growing student numbers 3. Number of students served 4. Level promotions

Regional Need #3**Gaps in Service / Regional Needs**

Gap: Lack of more options for other remote areas of the Napa Valley region. This includes: 1. Lack of more flexible format of ASE Programs in American Canyon 2. Lack of distance and blended learning options Reason: Geographic challenges exist in other parts of the county where services are limited. Those making it to classes typically require more support and flexibility to persist.

How do you know? What resources did you use to identify these gaps?

The High School Diploma and Equivalency Program teacher in American Canyon has identified difficulties in student persistence, especially due to work schedules and childcare.

How will you measure effectiveness / progress towards meeting this need?

1. Post-test CASAS Scores 2. Diplomas earned 3. Students developing Next Steps Plans to enter college and/or careers 4. Students transitioning into college and/or careers 5. Number of students served

Regional Need #4**Gaps in Service / Regional Needs**

Gap: Lack of classes and support services for adults with disabilities. Reason: Support and classes for adults with disabilities has not been fully addressed due to other priorities in establishing services.

How do you know? What resources did you use to identify these gaps?

1. Input from stakeholder groups and community partners 2. Demand for support at the college level

How will you measure effectiveness / progress towards meeting this need?

1. Number of adults with disabilities served 2. Number of adults with disabilities placed into job opportunities, getting certificates or enrollment into higher education

Regional Need #5**Gaps in Service / Regional Needs**

Gap: Lack of career education targeted at helping adults prepare for regional high-demand careers and improve current careers. Reason: Continued need for growth of career pathways programming.

How do you know? What resources did you use to identify these gaps?

1. College Advisory Committee input 2. Labor market information 3. Input from other programming and faculty/teachers especially related to Strong Workforce Initiative 4. Input from community partners 5. Number of students served

How will you measure effectiveness / progress towards meeting this need?

1. Number of additional classes to support career pathways 2. Number of students served in those pathways and entering into new career 3. Number of types of career opportunities added for region 4. NVEA WIOA data 5. Number of certificates awarded

Gaps In Service**New Strategies****Strategy #1**

1. Establish ESL and High School Diploma/High School Equivalency classes up-valley (NVAE and NVC) 2. Establish ESL Program Coordinator (non-credit) to meet service and collaboration goals of AEP (NVC) Addressing Gap 1: Lack of adult education courses and supports in the northern section ("up-valley") in the city of Calistoga and St. Helena. This especially includes ESL and ABE/high school completion. Addressing Gap 2: Gap: Lack of sufficient classes and supports for AE learners

Strategy #2

Increase classes to meet regional needs, including: 1. Evening ESL class in American Canyon (NVAE) 2. Transform American Canyon High School Diploma/Equivalency to an Independent Study format (NVAE) 3. Spanish GED section on Saturdays (NVAE) 4. Evening Spanish GED (NVAE) 5. Pre-apprenticeship program Addressing Gap 2: Lack of sufficient classes to meet basic adult education needs for adult learners; and, Gap 3: Lack of more options regionally for other remote areas of Napa Valley.

Strategy #3

1. Expand services to include support for adults with disabilities (NVAE) 2. Expand services, support, supplies and/or instructional materials for adults with disabilities (NVC) Addressing Gap 4: Lack of classes and support services for adults with disabilities.

Strategy #4

Establish parenting programs/workshops that may be further added or expanded (especially through the Napa County Office of Education), depending on regional need that may include: 1. Helping parents navigate district online services 2. Preparing children for college 3. Teaching math to parents 4. Evaluate/explore opportunities to grow Pearson Vue (or similar program) testing options Addressing Gap 2: Lack of sufficient classes that meet basic adult education needs for adult learners

Strategy #5

Target Career Ed classes at preparing adults for regional high-demand career/improve current careers 1. Expand offerings of non-credit/Voc courses in short-term CTE areas: business information worker/office skills, intro to criminal justice, health sciences, intro to teacher prep (NVC) 2. Develop hospitality and allied health areas pathways (NVC/NVAE) Addressing Gap 5: Lack of career education to prepare for regional high-demand careers and improve current careers

Seamless Transitions**New Strategies****Strategy #1**

Finalize and implement a common referral system between schools and partner agencies. The common referral system provides a smooth transition between partners to allow students to continue in any direction depending on their educational and support needs. (NVAE and NVC to develop)

Strategy #2

Build supports for ESL students, including: 1. Implementing tutoring and other academic supports for students (NVAE and NVC noncredit) 2. Integrating credit and non-credit ESL programs to create seamless progression of ESL instruction from NVAE/NVC "non-credit" into "credit" ESL (NVC)

Strategy #3

Improve student transitions between NVAE and NVC by: 1. Fully integrating the shared counselor role at NVC with an emphasis on supporting student transitions. (NVAE and NVC) 2. Working together to provide clear transition information for Napa Valley Adult Education Certified Nursing Assistant (CNA) graduates to apply and continue on to Napa Valley College nursing programs and better syncing the NVAE's program (i.e. timeline) to facilitate transitions. (NVAE and NVC)

Strategy #4

Finalize ESL alignment between Napa Valley Adult Education and Napa Valley College to ensure a continuum of ESL education for the region. 1. Identify staff on both campuses to communicate levels, placement between partners 2. Establish protocol for transition (NVAE and NVC)

Strategy #5

Develop graphs showing the alignment and requirements for CTE programs that overlap between Napa Valley Adult Education and Napa Valley College. Graphs help counselors, teachers, and students who want to continue their CTE education at the college level. Graphs will include prerequisites and academic requirements. (NVAE and NVC)

Student Acceleration

New Strategies

Strategy #1

Expand offerings of short-term non-credit vocational courses in various CTE areas including: 1. business information worker and office skills; 2. hospitality; 3. introductory criminal justice training; 4. healthcare and health sciences; and 5. introductory teacher preparation.

Strategy #2

Expand High School Diploma/Equivalency options at Napa Valley Adult Education that allows to take more classes and accelerate completion, including: 1. Additional weekday and Saturday classes 2. Additional evening classes 3. An Independent study format for the American Canyon HSD/HSE program

Strategy #3

Add contextualized ESL/CTE class at NVAE to better prepare students for CTE training at NVAE and NVC

Strategy #4

Evaluate and explore opportunities to grow testing options (e.g., Pearson Vue)

Strategy #5

Provide student supports to accelerate noncredit ESL students at Napa Valley College, including: 1. Establish ESL Program Coordinator 2. Implementing a writing support course through the NVC Writing Success Center for students in ENGL 800/801. 3. Expanding tutoring and academic support services for students in ENGL 800/801. 4. Improve instructional equipment, facilities and technology to make learning more accessible for ESL students.

Professional Development

New Strategies

Strategy #1

Napa Valley Adult Education will partner with Napa Valley College and CALPRO to offer: 1. Accelerated Learning to Facilitate Career Pathways (Online Course) 2. Integrated Education and Training (IET)

Strategy #2

NVAE and NVC will jointly participate in the following: 1. California Council for Adult Education (CCAЕ) Bay Section/State Conferences 2. CATESOL Annual Conference 3. JSPAC Conference 4. AEP Summit 5. CASAS Summer Institute

Strategy #3

Professional development opportunities for Adults with Disabilities will be offered within the region, including: 1. Designing Programs for Adults with Learning Disabilities, Understanding Learning Disabilities: Awareness for Adult Educators (Self-directed Online, in conjunction with CALPRO) 2. Adults with Disabilities program training hosted by Napa Valley College.

Strategy #4

Partner with NCOE to offer professional development and training opportunities.

Leveraging Resources

New Strategies

Strategy #1

Expand partnerships with community organizations and agencies to ensure that ESL efforts are embedded into the larger context of education and citizenship education services.

Strategy #2

Partner with Napa County Library (NCL) to expand distance learning. NVAE students use Burlington English (BE) in class and, through the partnership, NCL to dedicate 3-4 computers to upload BE as an access point for students to use their current seat license. Students will thus be able to develop language and access career exploration.

Strategy #3

Work with the Regional Workforce Investment Board (WIB) (local Workforce Alliance of the North Bay - WANB) to improve partner communications and continue to inform regional needs and continue to be integrated into regional needs. (NVAE/NVC)

Strategy #4

Expand on partnerships to offer more career training opportunities including: 1. Salvation Army and local high school to offer a Construction class for adult students. This program builds on the successful Hospitality program partnership already existing. 2. Trades Introduction Program (TIP) to offer pre-apprenticeship training. 3. Career Point North Bay at NVAE will continue to provide career skill instruction off-site for career seekers.

Strategy #5

Build on existing partnership between NVC and Napa Valley Support Services (NVSS) and Napa Valley Products Services and Industries (PSI) to expand services for adults with disabilities.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

Planned allocations are directly to support teaching, support services and administration related to the delivery of the seven program areas identified as the Adult Education Program, per the 3-year plan and NVAEC 2018-19 Annual Adult Education Plan. These include: 1. Programs in elementary and secondary skills, including those leading to a high school diploma. The planned allocations support expanding programs and class offerings in ABE including up-valley, American Canyon and on the main campus of the NVAE program through additional flexible scheduling (evening and Saturday classes). 2. Programs for immigrants in citizenship, ESL and workforce preparation. The planned allocations support additional ESL programs up-valley and in American Canyon, expanding CTE offerings and sustaining current programs in citizenship preparation for immigrants, existing ESL and CTE sections. 3. Programs for adults primarily related to entry or reentry into the workforce: The planned allocations support Vocational English as a Second Language skills and training for certification in entry level positions or career change. 4. Programs for adults to develop skills to assist elementary and secondary school children succeed academically. The planned allocations support parent education in partnership with NCOE as well as ESL classes to strengthen parent access to their student's educational opportunities and progress (including navigating district online resources, mathematics for adults, etc.). 5. Programs for adults with disabilities. The planned allocations support use of resources for additional tutoring, counseling, supplies, services, training and instructional materials for students with disabilities as well as professional development including Designing Programs for Adults with Learning Disabilities, Understanding Learning Disabilities: Awareness for Adult Educators 6. Programs in career technical education that are short term in nature with high employment potential. The planned allocations support ongoing CTE offerings and expansion of non-credit vocational courses in short-term CTE areas including business information worker and office skills, criminal justice, health science and teacher preparation as well as re-engaging in partnership for pathways in hospitality and allied health. 7. Programs offering pre-apprenticeship training. The planned allocations will include partnership with the North Bay Trades Introduction Program.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

For the funded members: Carryover funds are on-track to be used by Napa Valley Adult Education as part of the normal operations, per planning herein. For Napa Valley College, carry-over funds have been incorporated into the plan to roll out new services covered within this plan. NVC has been behind with spending, but with its appointment of a permanent Director of Economic and Workforce Development, it is rolling out its implementation of its Corrective Action Plan to accelerate its programming accordingly.

Certification

Calistoga Joint Unified School District, Member Representative
Erin Smith-Hagberg
Approved
2018-08-14
Napa County Office of Education, Member Representative
Barbara N...

Barbara Nemko

Approved

2018-08-14

Napa Valley CCD, Member Representative

Robert Parker

Approved

2018-08-14

Napa Valley Unified School District, Member Representative

J. Wade Roach

Approved

2018-08-14



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