Napa Valley Adult Education Consortium
Three-Year Plan

July 1, 2025 to June 30, 2028

Approved by Board of Directors: May 15, 2025

Consortium Partners
Calistoga Joint Unified School District
Napa County Office of Education
Napa Valley Adult Education (NVUSD)
Napa Valley College
St. Helena Unified School District

Napa Valley Adult Education Consortium
2025-2028 Three-Year Plan

Table of Contents

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Section 1: DETAILS

Consortium Information

Consortium Name:

Napa Valley Adult Education Consortium

Address:

Napa Valley Adult Education Consortium 1600 Lincoln Ave | Napa, CA | 94558

Website:

http://nvaec.org

Funding Channel:

Direct Funded

CAEP Funds 2024-25:
$3,527,271
CAEP Funds 2023-24:
$3,489,926
CAEP Funds 2022-23:
$3,224,842

Consortium Contacts

Responsibility	Name	Email	Title	Phone
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Member Agencies

Member Agency	Member Type	Contact	Phone
Napa Valley CCD	District	Shawntel Ridgle	(707) 256-7252
Napa Valley Unified	Unified School District	Coleen Petersen	(707) 253-3780
Calistoga Joint Unified	Unified School District	Maureen Hester	(707) 942-4703 ext: 6890
Napa Co Office of Education	County Office of Education	Kelly Bucy	(707) 253-6833
St. Helena Unified	Unified School District	Kay Vang	(707) 967-2704

Executive Summary

Members: Napa Valley Adult Education/NVUSD, Napa Valley College, St. Helena Unified School District, Calistoga Joint Unified School District, and Napa County Office of Education

Participants in Three-Year Planning Process:

Pupils:
- Surveys

Instructors:
- NVAE (CTE/ESL/GED/ASE)
- NVC: Business

Other Administrators:
- NVUSD: NVAE Principal, Assistant Superintendent C & I, Director College & Career, Program Coordinator ASE, CTE Supervisor, ESL Program Coordinator
- NVC: Director of Continuing Education and Community Partnerships, Senior Dean Workforce Development, President, Senior Dean Counseling, Director Career Center, Vice President Academics, Dean of Outreach, Manager Hospitality/Winery/Culinary, Counselor Career Ed/Adult Ed
- NCOE: Director College Career Readiness, College Career Readiness Coordinator, Transition Specialist

Community:
- Napa County Library, Health & Human Services, Career Point, Upper Valley Family Center, On the Move, Napa Valley Vintners Asso., Trades Induction Program, The Meadows, Napa Valley Farmworkers Foundation, Napa Valley Education Foundation, Workforce Alliance of the North Bay

Required Metrics

Consortium
- Number of Adults Served
- Student Barriers - ELL

Members
- Number of Adults who Became Participants
- Percent of Available Funds Spent
- Number of Participants with EFL Gains – ESL (NVAE, CJUSD, SHUSD, NCOE)

Objectives and Activities

Objective 1: Address Educational Needs: *Provide accessible educational programs for adults to develop college-ready and work-ready skills to meet the labor demands in Napa County.*

Activity: Access to Pathways and Digital Literacy

1.1 Career and Educational Pathways

      1.1.a Increase IET courses focused on high opp. occupations: IA, Computer Skills, CNA/Health, Ag Mechanics, Viticulture/Ag

      1.1.b Increase Healthcare classes

      1.1.c Implement non-credit career training classes at NVC with badging

      1.1 d Promote Adult Ed concurrent enrollment; focus on HSD students

1.2 Digital Literacy

      1.2.a Provide basic computer skills instruction throughout County; expand to four communities: American Canyon, Napa, St. Helena, Calistogal

      1.2.b Identify resources for students to acquire devices and internet access

Outcomes

- Short Term (1 year): a minimum of 10 ESL students enrolled in IET; a minimum of 20 students enrolled in digital literacy; protocols established for concurrent enrollment; 5% increase in overall students served
- Intermediate Term (1-3 years): 15% increase healthcare completers, 5% growth students served
- Long Term (3-5 years): 5% increase healthcare completers over the previous year, 5% increase in students served and persistence over the previous year

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Objective 2: Improve Integration of Services & Transitions: *Communicate efficiently within the consortium to coordinate services that support seamless educational and workforce transitions. Participate in professional development to improve student outcomes.*

Activity: Alignment of Services & Professional Improvement

2.1 Practices and Procedures Across the Consortium

      2.1.a Develop a collaborative partnership between NVAE Counselor, NVC Career Ed/Adult Ed Counselor, and NVAEC Transition Specialist. Identify & address barriers to post-secondary education to support transitions

      2.1.b Implement MyPro at NVC facilitated by transition team; track adults transitioning from NVAE to NVC

      2.1.c Refine protocols to support ESL student transitions to:1) IET classes; 2) co-located classes 3) NVC classes

2.1.d Increase flexible courses as feasible including online/evening/in-person/hybrid to meet students in four communities: American Canyon, Napa, St. Helena, Calistoga

2.2 Professional Improvement

2.2.a Provide opportunities for educational providers to attend workshops, webinars, and conferences focused on best classroom practices, transitions to postsecondary and workforce

2.2.b Provide on-site professional development for staff to improve student connections & outcomes

2.2.c Provide time for instructional staff to work in Professional Learning Communities to evaluate student data and adjust instruction

Outcomes

- Short Term (1 year): MyPro ed plans increase 2% over 2024-25; 5% increase students served; baseline data for ESL transitions established; spreadsheets developed to track options offered in four communities and professional development
- Intermediate Term (1-3 years): MyPro ed plans increase 2%-5% (over 2025-26); 5% increase ESL students served over previous year; ESL transitions increase by five students; updated spreadsheets of options offered in four communities and professional development
- Long Term (3-5 years): MyPro ed plans increase 2%-5% (over 2026-27); 5% increase overall students served over previous year; ESL transitions increase by five students over previous year

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Objective 3: Improve Effectiveness of Services: *Engage regularly with regional and community partners to develop college-ready and work-ready skills in adults; use data/analytics to evaluate effectiveness.*

Activity: Regional and Community Partnerships

3.1 Improve Partnerships

3.1.a Leverage joint advisory meetings to engage with local employers on workforce needs

3.1.b Implement HSD/GED program for incarcerated adults at NC Jail

3.1.c Expand regional and community partnerships to increase resources, enrollment, and enhance programs

3.2 Improve Readiness for College and Workforce

3.2.a Develop college-readiness skills in NVAE students through Canvas and hybrid classes

3.2.b Implement multiple approaches for "employability skills" and workforce prep (including badging) at NVAE/NVC

3.2.c Develop an advanced ESL class that integrates ABE skills, focusing on reading and writing

3.3 Use Data and Analytics to Evaluate Services

3.3.a Establish regular data review aligned with state data deadlines.

3.3.b Track outcomes

Outcomes
- Short Term (1 year): 10-20 students served in Napa County Jail Program during the year witha minimum of 25% HSD completion rate; baseline data for participants, number of badges earned for employability skills; student outcomes identified and baseline data established
- Intermediate Term (1-3 years): NVAE participating in four Joint Advisory groups; increase 5% in badges earned over previous year; increase of 5% in students served, students with EFL gains (ESL), student who become participants (12+ hours), and students who transition to postsecondary or career advancement over the previous year
- Long Term: (3-5 years): Increase 5% badges earned over the previous year; increase of 5% in students served, students with EFL gains (ESL), student who become participants (12+ hours), and students who transition to postsecondary or career advancement over the previous year

Funding Overview: Funds for NVAEC are allocated according to a formula based on prior percentages budgeted to each member following guidelines in the bylaws and addressing objectives and activities in the Three-Year Plan. In March, the Board of Directors reviews current year spending, evaluates goals, discusses distribution, determines adjustments, and approves the budget for the following year. The CFAD is prepared and submitted by May 2nd. Consortium members budget funds in the Annual Plan to support the objectives of the Three-Year Plan, with a target of expending at least 80% during the fiscal year. Carryover funds are retained by members and spent first before current-year allocations.

Other Resources: Napa Valley Adult Education (NVAE) is the only consortium member that has significant "other funds" for educating adults in non-credit programs including: Apprenticeship, WIOA Section 225, WIOA Section 231, WIOA Section 243, and WorkPlace Training. These funds supplement ABE, ASE, ELA, EL Civics, and IELCE (Integrated English Literacy/Civics Ed.) providing additional staff, sections, and materials.

Leveraging Funds: NVAE provides programs for adult learners in St. Helena and Calistoga. CAEP funds for St. Helena and Calistoga pay associated costs incurred by NVAE for providing instruction. CAEP funds at NVC support non-credit classes and a part-time Career Ed/Adult Ed Counselor. NCOE supports a full-time Transition Specialist who maintains an office on the NVAE campus. An "ad hoc" Management Team meets monthly to oversee the implementation of objectives and activities in the Annual Work Plan and Three-Year Plan, including budget review. NVUSD/NVAE has MOUs with all consortium members to identify shared costs or other funding agreements. If adjustments are needed, the Board of Directors approves them, and MOUs are revised and approved by respective governing boards. All funds support the objectives and activities in this plan, as well as non-credit adult education classes, programs, and services through NVAE and NVC.

Section 2: Assessment

Overview and Preparation

Educational Needs & Regional Alignment

The NVAEC Management Team began planning in fall 2024 by establishing a timeline, gathering and reviewing data, and inviting community partners, staff, and students to join a Three-Year Plan Advisory Committee to provide input on needs and gather feedback on consortium effectiveness through a survey.

Data Sources: DataVista; TOPsPro; CAEP Fact Sheets; NVAE Surveys: Up Valley Student Survey & Tech Intake (2024); Interviews with NVC and NVAE; Regional reports from WANB; Napa COC Report; Community Survey, Feb. 2025

Advisory Committee members represented Napa County social services, businesses, and educational providers. Results from member interviews provided feedback on NVAEC's status and areas for improvement of effectiveness and services. NVAEC synthesized input and developed strategies, goals, and activities. The draft was shared with the Advisory Committee and the Governing Board with final approval on 5/13/25. The Three-Year Plan was shared with members of the Advisory Committee and posted on the consortium website.

Current Levels/Types of Education and Workforce Services

Top 10 Industries in Napa County (source: 2023 CAEP Fact Sheet "Labor Market Information" in rank order): Manufacturing, Accommodations/Food Service, Health Care/Social Assistance, Agriculture, Retail, Construction, Administrative Support and Waste Management/Remediation, Other Services, Professional Scientific & Technical.

Pathways: NVAE has developed ten pathways that feed into career pathways at NVC in Business, Technology, Education/Early Child Care, Manufacturing, Viticulture/Small Scale Farming, Human Services, Digital Media, Healthcare (CNA), Hospitality and Construction.

NVC offers support for Students with Disabilities, and non-credit classes. The Career Center at NVC provides a variety of career readiness services to students and alumni including job listings, career research, apprenticeship, and internships.

Community Partners: NVAE offers a Workplace Training Institute (WTI) through the NV Farm Workers Foundation (and other employers) to provide ELL and computer training. By participating in WTI, employees gain skills for promotion and pay increases. NVAE partners with NC Library to provide literacy training for tutors who provide reading instruction 1:1 for adults. The Workforce Alliance of the North Bay (WFANB) and the Napa County COC provide industry sector data. CareerPoint offers career information, job fairs, and job support. The UpValley Family Center and On the Move market and connect learners

with NVAE classes. The countywide location of classes, hybrid, and distance learning options respond to a transportation barrier that often impedes adults from participating.

Overall Approach to the Process

The NVAEC Management Team evaluated progress on the prior Three-Year Plan, reflecting on completed activities and those in progress. Separate meetings were held with leaders from NVC and NVAE to review results and provide input on areas of need. Two community meetings were held in the Spring of 2025. Meeting #1 included prior goals and progress, barriers to education and employment, anticipated industry growth, current unmet needs of employers, and training areas NVAEC might develop. Advisors participated in a survey to gather input. Between the two Advisory Committee meetings, the Program Manager summarized the input, shared it with the Management Team, and refined activities to meet three objectives: Address Educational Needs, Improve Integration of Services & Transitions, and Improve Effectiveness of Services. Meeting #2 included the input summarized and the drafted activities and outcomes. The Advisory Committee provided further feedback that the Management Team narrowed into the activities, outcomes, and metrics for the 2025-28 Three-Year Plan.

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ Community Partner Organization representatives
- ✓ County Office of Education representatives
- ✓ K12 School District representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ CAEP consortium Fact Sheet
- ✓ DataVista
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment
- ✓ Employer input
- ✓ Other: Community surveys, student surveys, interviews with NVAE and NVC administrators

Data Collection Process - Further Context

Process for collecting data to identify and assess the needs of adults served by NVAEC: Data are gathered throughout the year to monitor progress including WASC reviews, student surveys, staff input,

counselor input, data updates from NVAE and NVC to the NVAEC Board of Directors, and ongoing monitoring through the use of a GANNT chart that tracks objectives and strategies of the three-year plan.

Sources: Data were gathered through: DataVista, TOPsPro, CAEP Fact Sheets, NOVA quarterly expenditure reports, student surveys (Up Valley and Technology Intake), data meetings, meetings with NVC and NVAE leadership, regional reports from The Workforce Alliance of the North Bay, and the Napa Chamber of Commerce.

Barriers faced in collecting data: MyPro is being implemented as a community communication tool. While in use at NVAE for over one year, NVC is in its initial year of implementation. (Implementation was delayed due to a data breach). It has been challenging to gather accurate transition data between NVAE and NVC. With the hiring of a new Career Ed/Adult Ed Counselor at NVC, the Consortium anticipates improvement in access and reporting of data once the counselor is trained in use of MyPro. Monitoring students transitioning from NVAE to NVC has been a challenge that is anticipated to be resolved through full implementation of MyPro.

NVAE has established a data team that meets regularly to review progress, check for gaps, and prepare reports for analysis by the leadership team. Expenditures are monitored each quarter by all members and reported to the Board of Directors. Data are easily accessed through TOPsPro and MIS systems. Data from some partners was missing in TOPsPro, but has been resolved. Uploading student information data into MyPro at NVAE has resulted in reports that are easier to access. The NVAE counseling team has used MyPro to develop and upload student education plans that will assist monitoring student progress and transitions to NVC (once NVC fully implements MyPro).

NVAEC monitors progress of goals, effectiveness of programs/services, and data review as part of its normal protocol. Once the Annual Plan is approved each fall, the Program Manager creates an 'Progress Monitoring' (GANTT) chart identifying objectives, activities, responsible members, lead contacts, and a timeline. The chart is updated quarterly and members indicate if an activity is "Done", "In Progress," or "Not Yet Started." This tool assists NVAEC to stay focused, action-oriented, and on track. The Management Team meets at least monthly with representation from NVAE, NCOE, NVC, the Transition Specialist, and the Program Manager. Agendas include Three-Year objectives and activities, review of the monitoring chart, budget, and any new business.

Regional Alignment and Priorities

***Names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. ***

Partner Organization Name	Partner Organization Type
Napa County Library	Community Organization
Napa Valley Adult	Adult School
Workforce Alliance of the North Bay	Workforce Development Board

Napa Valley Farm Workers Foundation	Philanthropic Organization
On the Move	Community Organization
Napa Valley College	Community College
Napa County Office of Education	County Office of Education (COE)
Up Valley Family Center	Community Organization
Trades Introduction Program North Bay	Industry
Department of Rehabilitation	Community Organization
Napa County Jail	Other - Department of Corrections
St. Helena Unified School District	Unified School District
Calistoga Joint Unified	Unified School District
Career Point - Napa County	Business
The Meadows	Business

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ Accreditation Institutional Self-Studies (i.e., WASC, COE)

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Identifying emerging industries for development of CTE programming aligned with regional needs
- ✓ Increasing access to and awareness of services
- ✓ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs
- ✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

Alignment with Other Education and Workforce Plans

- **NVAEC Three-Year Plan.** Entities that participated in developing the Three-Year Plan included students, instructors, principals, counselors, administrators, transition specialist and community partners including Napa County Library, Health & Human Services, Dept. of Corrections, Career Point, Up Valley Family Center, On the Move, Napa Valley Vintners, Trades Induction Program, the Meadows, Farmworker Foundation, Napa Valley Education Foundation, and the WorkForce Alliance of the North Bay. Summary of Adult Education and Workforce Services: NVAEC partners provide classes/ training to adults 18+ in Adult Basic Education/Adult Secondary Education (HSD/GED/HSE), English as a Second Language/Civics Education, Short-Term CTE, and Adults Entering or Reentering the Workforce.
- **Napa Valley College Guided Pathways Plan and Summary of Adult Education and Workforce Services:** #9.1.2 CAEP Integration includes the *"development of a Strategic Enrollment Management Plan that includes both Guided Pathways and CAEP."* Entities participating included instructional staff, counseling and administration. NVAE has CTE courses aligned to the following NVC pathways: Business & Entrepreneurship, Child & Family Studies & Education, Digital Design & Graphics Technology, Hospitality, Culinary & Tourism Management, Machine Tool Technology, Nursing, Social Work & Human Services, Viticulture & Winery Technology, and Welding.
- **The Workforce Alliance of the North Bay (WFANB)** developed a two-year modification of the Regional & Local Strategic Plans for the provision of workforce development activities in Napa County. Entities included general public and advisory board members. The WFANB is developing the 2025-2028 Local Workforce Plan and gathering input from WFD Board. Summary of Adult Education and Workforce Services: job readiness workshops, career pathways (through community college), training, and job fairs.
- **NVAE's WASC plan and Continuous Improvement Plan (CIP – WIOA)** are both aligned with the NVAEC Three-Year Plan to provide consistency of focus. Entities included NVAE teachers, staff, administration, and counseling team.
- **Napa County Strategic Plan** development included an extensive Community Outreach Campaign through a series of general and issue-focused stakeholder meetings and through input from a survey. Summary of Adult Education and Workforce Services: Napa County, through Napa County Library, offers adult training in reading/writing, computer skills, online high school diploma, ESL, and collaborates with NVAE to train tutors.

Napa Valley Adult Education works in partnership with Napa Valley College as the main providers of adult education.

- **NVAE and NVC Workforce Development Department** monitor local industry sector demands using data provided by the WFANB to consider additional pathway or bridge classes.Top 10 Growth Industries for Napa County include: Accommodation/Food Service Manufacturing, Agriculture, Health Care/Social Assistance, Transportation, Professional Scientific & Technical, Administrative Support, Educational Services, Retail, Construction, Other Services. (Sources: 2025 WFANB; 2023 CAEP Fact Sheet "Labor Market Information").

- Between NVAE and NVC **all growth industries in Napa are addressed**. NVAE offers 13 CTE pathways for nine industry sectors.
- **NVC offers 18 Career Education programs** (Accounting, Addiction Studies, Administration of Justice, Business & Entrepreneurship, Child & Family Studies & Education, Computer Science, Digital Design & Graphics Technology, EMT, Hospitality/Culinary & Tourism Management, Law Enforcement, LGBT Education, Machine Tool Technology, Nursing, Psychiatric Technician, Respiratory Care, Social Work/Human Services, Viticulture & Winery Technology, Welding Technology and Work Experience). NVC's pre-apprenticeship training program in Transportation, Distribution, and Logistics (TDL) is an entryway to a career in commercial trucking. CAEP funds can support up to twelve different non-credit "21st Century Skills in the Workplace" classes that offer soft skills certification and badges in addition to content.
- **ESL programs** are an ongoing need and both NVAE and NVC offer ESL classes.

Gaps in alignment of adult education and workforce services across CAEP and other plans include:

- Lack of a HSD/GED program for incarcerated adults
- Insufficient healthcare classes
- Challenges with interagency communication across Napa County and tracking of transition data
- NVAE currently does not participate in joint advisory meetings with NVC and employers
- Facilities to host classes throughout Napa County
- Agriculture and Hospitality sectors do not currently have introductory courses at NVAE
- Employability skills trainings are inconsistent
- Ag Mechanics is not offered
- Need to increase IET classes

Educational Needs of Adults in the Region - Napa County

Key Data Points	Implications
AE students learning style preference (Source Intake Survey NVAE): • 57% hybrid • 24% in person • 19% online	• Students require options and flexibility to access instruction including online and physical location of classes • Facilities to host classes throughout Napa County
Technology Access preference (Source Intake Survey NVAE): • 57% have access to online services at home; 43% do not • 58% own a laptop; 42% do not	• Inequitable access to digital literacy (skills and devices)

DataVista (23-24) of 2,427 reportable individuals: ● 1,666 completed 12+ hours of instruction ● 432 made EFL gains (ESL, ABE, ASE or course progression) ● 17 had 48+ hours in non-credit/workforce prep ● 41 ABE ● 375 ASE ● 376 CTE ● 114 ASK12 ● 922 ESL ● 140 AWD While numbers have improved since 20-21, they have not returned to pre-pandemic levels as enrollment has slowed and transitions to post-secondary are not as robust. ABE, ASE,CTE and ESL showed increase Y to Y.	Increase enrollment, improve persistence, and develop: ● College-going skills for NVAE students ● Expansion of CAEP-funded non-credit classes at NVC focused on workplace skills ● HSD/GED program for incarcerated adults ● Additional coordinated support to meet the needs of NVAE students transitioning to NVC ● Concurrent enrollment between NVAE and NVC with a focus on HSD students ● Employability skills training and badging/certification are inconsistent and need to be built into courses
● 30.6% of the overall population in Napa County 18+ is Hispanic ● 73% of NVAEC reportable students (1,832/2,508) and participants (12+ hrs; 1,131/1,540)) are Hispanic (22-23 DataVista) ● 950 students were enrolled in ESL at NVAE in 23-24 (about half the Hispanic enrollees take ESL)	● Additional IET (CTE+ESL) NVAE courses focused on high-opportunity occupations ● Develop protocols and support for ESL student transitions to: IET classes, co-located classes, NVC classes
50% of the population in Napa County is 50+ and older; 25.2% are 65 and older (CAEP Fact Sheet)	● Additional healthcare classes to meet community demands with an aging population
To date, Napa Valley Adult Education, CareerPoint, St. Helena, Calistoga, and Camille Creek (NCOE) have implemented the MyPro interagency communication tool; Napa Valley College had to delay implementation due to a data breach. (NVAEC input)	● Fully implement MyPro at NVC to facilitate referrals, enrollment, and track transition data
NVAE currently is not participating in joint advisory meetings with educational and local	● Join existing joint advisory committees that include NVAE, NVC, and workforce partners throughout Napa County

employment partners to address workforce needs.	

Identify the categories of needs of your region

- ✓ Access for underserved populations
- ✓ Access to technology
- ✓ Address broad needs of diverse populations served
- ✓ Alignment of education and workforce needs
- ✓ Basic skills attainment
- ✓ English language needs
- ✓ Improving accessibility of programming
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Labor shortages
- ✓ Lack of childcare
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Rural geographic needs
- ✓ Short term CTE training
- ✓ Strengthening partnerships

Needs - Further Context

Best known for its world class winemaking and hospitality, Napa County attracts millions of visitors annually. The county itself has only 133,000 residents to support the needs of employers with a workforce of roughly half the population. Many residents are immigrants with educational and language needs that present a barrier to earning a living wage in an area with high cost of living and housing. 16,000 adults (over 16%) have less than a high school diploma. 37% have a diploma and some college, but no degree. These are the majority of students that enroll in the consortium's ESL, ABE, ASE and CTE programs.

Napa Valley Adult Education (enrollment: 2,234) is the only adult K-12 program serving all four cities in Napa County: Napa, American Canyon, St. Helena, and Calistoga. While NVAE offers thirteen career pathways, courses are currently offered in only eleven pathways. NVAE partnered with the Salvation Army to offer a culinary program that recently closed. Culinary is still offered at NVC. Small-Scale Farming was relocated and is on hold with plans to reopen in the fall as a feeder to NVC's Viticulture program. NVAE offers Levels 1-5 ESL (Beginning, Beginning Low, Beginning High, Intermediate, Advanced Low, ESL for Parents, and ESL Tech Workshops), HSD, HSE/GED, Notary/Loan Signing, Office Assistant, Certified Nursing Assistant, Computer Training, Adults Supporting K-12 (ASK12) Student Success, and electrical pre-apprenticeship. The majority of NVAE students are enrolled in ESL (~800 students) and CTE (~300 students) programs. ESL students need access to career training/certification while they are learning English.

Napa Valley College (enrollment 6,153) offers 42 Associate Arts (AA) degrees in 58 majors including 17 Career Education fields. Most classes are in person; some hybrid/online classes are available. NVC has noted that online classes may present a barrier for some students in persisting.

Pacific Union College (enrollment: ~1000 students), an accredited private Seventh-Day Adventist liberal arts college in Angwin, is the only four-year college in Napa County. PUC offers 60 undergraduate majors (A.S., B.A., B.S.), but its location in a remote section of the county provides challenges for access.

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity
- ✓ Labor market issues (e.g., teacher shortages, etc.)
- ✓ Internet access challenges
- ✓ Regional infrastructure needs
- ✓ Waiting list for students / not enough program capacity for number of qualified applicants

Challenges - Further Context

High Cost of living/housing: Napa County's median household income at $105,800 (2022) is $30,700 higher than the national median income of $75,100 making it a very expensive place to live. The average home value is approximately $926,254, with a median sale price of $898,167 making housing unaffordable to many residents, particularly the immigrant population. Almost 4,000 low-income renter households in Napa County do not have access to an affordable home. The lack of new home production exacerbates the unaffordability of housing, forcing younger, larger households to seek affordable housing outside of Napa Valley, potentially relocating to Solano or Lake County.

Areas of economic inequity: Napa County faces economic challenges, including a widening income gap, a shortage of affordable housing, and a potential shrinking workforce, which impacts the overall economy.

Poverty Rates: While the overall poverty rate is 8.9%, 10.1% of children in Napa County live in poverty.

Labor market: Napa County's labor market is primarily driven by its agricultural sector particularly the wine industry, with employment concentrated in existing cities in the southern part of the county. Many of the jobs in the agricultural sector are low paying. The unemployment rate (Nov. 2024) in Napa County was 4.3%.The living wage for a single adult in Napa County is $30.83 per hour, while the minimum wage is $16.50 per hour.

Internet access challenges: Regional infrastructure needs - based on the *Technology Intake Survey* (Fall 2024, Napa Valley Adult Education) - indicate that approximately 41% of students do not have access to a computer at home, and 43% do not have access to the internet at home.

Waiting list for students/not enough program capacity for number of qualified applicants: There are not enough sections to accommodate the number of interested applicants for the Certified Nursing Program

at Napa Valley Adult Education, and a waiting list is generated every semester. Because of limited classroom space, facilities also present a barrier.

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Residents of underserved rural areas
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Workers in need of upskilling

Contributions by Entities

Name	Role	Three-Year Plan Contribution
Coleen Petersen	Principal	Participated in planning meetings; Designed proposed strategies
Elena Toscano	Administrator	Participated in planning meetings; Designed proposed strategies
Gayle Davis	Classified staff	Participated in planning meetings
Grant Dinsdale	Administrator	Participated in planning meetings
Laurel Leonard-Brol	Administrator	Participated in planning meetings
Matt Eustice	Administrator	Participated in planning meetings
Kathryn Gooch	Teacher employed by local educational agencies	Participated in planning meetings
Shawntel Ridgle	Community college faculty	Participated in planning meetings; Designed proposed strategies
Nieves Ochoa	Classified staff	Participated in planning meetings
Silvina Barna	Teacher employed by local educational agencies	Participated in planning meetings

Mario Landeros	Administrator	Participated in planning meetings
Ryan Freely	Counselor, ACHS	Participated in planning meetings
Kelli Watkins	Counselor, VHS	Participated in planning meetings
Laura Lewis	Counselor, NTHS	Participated in planning meetings
Ben Schinto	Principal, SHHS; Board Member	Participated in planning meetings
Douglas Marriott	Dir. Continuing Ed. NVC; NVAEC Board Member	Participated in planning meetings; Designed proposed strategies
Leticia Naranjo	Transition Counselor, NVC	Participated in planning meetings
Christine Tapia	Community college faculty	Participated in planning meetings
Priscilla Mora	Community college faculty	Participated in planning meetings
Jessica Erickson	Dean Enrollment & Outreach, NVC	Participated in planning meetings
Claudette Shatto	Community college faculty	Participated in planning meetings
Gillie Miller	CCR Director, Napa County OE; NVAEC Board Member	Participated in board meetings
Lori Gonzalez	Program Coor./ NCOE Pathways	Participated in planning meetings
Angela Higdon	VP Camille Creek, NCOE	Participated in planning meetings
Torrence Powell	President, NVC	Participated in planning meetings
Elizabeth Gonzalez	Administrator, NVUSD	Participated in planning meetings
Ale Soto	ESL Lead Teacher	Participated in planning meetings
Robin Rafael	Director, Napa County Library	Participated in planning meetings
Teresa Brown	Napa WIOA Manager	Participated in planning meetings
Nik Inalsingh	WFANB, CareerPoint	Participated in planning meetings

Lisa Marie Benvenides	CareerPoint, One-Stop Operator	Participated in planning meetings
Jenny Ocon	Up Valley Family Center, Exec. Director	Participated in planning meetings
Susana Garcia	On the Move, Program Director	Participated in planning meetings
Sita Williams	WFANB Community & Business	Provided data; Participated in planning meetings
Frank Cuneo	TIP, Director	Participated in planning meetings
Kristi Morrow	The Meadows, Administrator	Participated in planning meetings
Sonya DeLuca	NV Farmworker Fndtn, Executive Director	Participated in planning meetings

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area 2023-34									
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Appr	Short Term CTE	Workforce Reentry	Total Part.
*Calistoga Joint Unified	Member Rep	0	0	0	2	0	4	0	0	0	6
*Napa Co. Office of Education	Member Rep	0	3	0	0	0	27	0	1	0	31
*Napa Valley CCD	Member Rep	0	0	144	0	0	0	0	0	14	158
*Napa Valley Unified	Member Rep	27	320	0	163	0	796	89	183	0	1578
*St. Helena Unified School District	Member Rep	0	1	0	0	0	38	0	1	0	40
Total Participants		27	324	144	165	0	865	89	185	14	1813

What industries do you currently serve/plan to serve in the future?

- ✓ Agriculture
- ✓ Business
- ✓ Construction
- ✓ Education
- ✓ Healthcare
- ✓ Hospitality/Food services
- ✓ Manufacturing
- ✓ Technology
- ✓ Transportation

Industry Sector	Challenges	Opportunities
Agriculture	Currently no intro program at NVAE due to relocation of small-scale farming program	Possible collaboration with NVC in fall 25 to co-locate program on NVC campus
Business	Language barrier for entrepreneurs	Offer Business IET in Calistoga
Construction	Facilities Locating qualified instructors	Establish advisory committee
Education	Low-paying sector	Offering summer concentrated course for IAs
Healthcare	Wait list for CNA program Not enough sections	New Intro to Healthcare (IELCE) for high-level ESL students
Hospitality/Food Service	Loss of Culinary program with Salvation Army; intro program on hold at NVAE	Offered through high school CTE at Vintage, St. Helena, and NVC.
Manufacturing	Welding at NVAE offered twice annually	Manufacturing mostly for wine industry
Technology	Access to devices and internet outside of class for over 40% of students at NVAE	Participate in regional grants to access devices

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

1. The levels of education/workforce services offered (hours of instruction):

Hours of Instruction: 2023-24

- ➢ CJUSD - 1,105
- ➢ NCOE - 2,763
- ➢ NVC - 22,249
- ➢ NVUSD/NVAE - 154,393
- ➢ SHUSD - 281
  Total: 180,791

2. The types of education and workforce services (seven program areas):

- ➢ NVAEC addresses six of the CAEP areas: ABE/ASE (GED/HSD/HSE), ESL/Citizenship/Immigration, Career Technical Education, Workforce Reentry, Training to Support Child School Success (ASK12), and Pre-apprenticeship. While there is no specific "Program for Adults with Disabilities," adults with learning disabilities are included in all programs.
- ➢ NVAE offers ten career pathways, Levels 1-5 ESL, HSD, HSE/GED, Notary, Office Asst., CNA, Computer, and Adults Supporting K-12.
- ➢ NVC provides a Program for Adults with Disabilities through its Disability Support Programs and Services (DSPS) division whose mission is to provide equitable and inclusive opportunities for students with disabilities to succeed academically, personally, and professionally at Napa Valley College.
- ➢ SHUSD, CJUSD have MOUs in place with NVAE to offer programs (ESL, citizenship/immigration, HSD) with up valley partners who provide facilities and marketing of classes.
- ➢ NCOE provides a full-time Transition Specialist for the consortium, enrolls students in ESL, and offers CTE classes (non_CAEP funded) for high school students that can link to programs at NVAE or NVC.

3. Evaluation of whether the existing levels and types of services address the educational needs identified in Section 2: Assessment, or where there are gaps:

Existing levels and types of services address needs identified in the prior three-year community needs assessment, align pathways between NVAE and NVC, and respond to the workforce needs in Napa County. However, the following gaps were identified in the needs assessment:

Gaps: Objective 1 - Address Educational Needs

- ESL+IET needed in mechanic-centric program, basic computer skills, small business development, health, hospitality, and food
- No HSD/GED for incarcerated adults

- Not enough healthcare courses
- Lack of NVAE introductory courses for agriculture and hospitality sectors
- Access to computers

Gaps: Objective 2 - Improve Integration of Services & Transitions

- Lack of opportunity for NVAE and NVC counselors and NVAEC Transition Specialist to collaborate
- Challenges with interagency communication/data collection
- Protocols to support ESL transitions to IET, co-located/NVC classes
- Need to expand community partnerships

Gaps: Objective 3 - Improve Effectiveness of Services

- Lack of a joint advisory with NVC and employers
- Inconsistent workforce "soft skills" readiness trainings
- Need for "college readiness skills " trainings
- Adequate facilities to host classes

Section 3: Metrics: CAEP Barriers & Metrics

Student Barriers
- English Language Learner

Students and Programs
- Career Technical Education
- English as a Secondary Language

Progress
- Completed Educational Functioning Levels Gains ESL

Transition
- Transitioned to Non-Developmental Credit College Course

Success
- Diploma, GED or High School Equivalency earned

Consortium Level Metric Targets
* Mandatory for all consortia

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-34	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals	2,508			2,600	2,650	2,700
Student Barriers	English Language Learner	1,734			880	890	900

Member Level Metric Targets

* Mandatory for all members

Calistoga Joint Unified

Metric Set	Metric	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-34	2024-25	2025-26	2026-27	2027-28
All	Participants	11			15	20	25
Success	Diploma, GED, HSE	0			1	1	1

Napa Co. Office of Education

Metric Set	Metric	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-34	2024-25	2025-26	2026-27	2027-28
All	Participants	36			30	30	30
Progress	Completed EFL Gain	0			15	15	15
Students & Programs	English as a Second Language	36			30	30	30

Napa Valley CCD

Metric Set	Metric	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-34	2024-25	2025-26	2026-27	2027-28
All	Participants				140	150	160

Napa Valley Unified - Adult Education

Metric Set	Metric	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-34	2024-25	2025-26	2026-27	2027-28
All	Participants	1,330			1,418	1,488	1,563
Progress	Completed Educational Functioning Levels Gains ESL	443			450	465	480
Success	Diploma, GED, HSE	95			85	90	95
Transition	Transition to Non-Developmental Credit College Course				10	15	20
Students & Programs	English as a Second Language	832			880	885	890
Students & Programs	Career Technical Education	305			375	385	395

St. Helena Unified School District

Metric Set	Metric	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-34	2024-25	2025-26	2026-27	2027-28
All	Participants	63			20	22	25
Progress	Completed Educational Functioning Levels Gains ESL				10	11	12
Success	Diploma, GED, HSE	0			1	2	2
Students & Programs	English as a Second Language	57			45	50	55

Member Spending Targets

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Calistoga Joint USD	100%	100%	50%	100%	100%	100%
Napa Co.OE	100%	100%	44%	80%	80%	80%
Napa Valley CCD	100%	100%	45%	80%	80%	80%
Napa Valley Unified	100%	100%	40%	80%	80%	80%
St. Helena USD	100%	100%	50%	100%	100%	100%

Section 4: Objectives

Objective #1: Address Educational Needs

Strategies

Goal: *Provide accessible educational programs for adults to develop college-ready and work-ready skills to meet the labor demands in Napa County.*

Educational training needs to be accessible throughout Napa County. To address this need, NVAE will focus on creating onramps to **(1) access pathways**, and **(2) access digital literacy**, especially for English language learners.

1. Providing **access to pathways** for English language learners (ELLs) provides benefits in critical areas:

- *Economic Mobility:* Many ELLs come from immigrant or refugee backgrounds and often face economic challenges. By offering career pathways, NVAEC helps ELLs achieve financial independence, support their families, and improve their standard of living.
- *Integration into Society:* Career pathways enable ELLs to integrate into the broader society. When they have access to stable, well-paying jobs, they become more active participants in their communities, contributing to the economy, culture, and social fabric of their new country.
- *Empowerment and Confidence:* Career pathways provide ELLs with a sense of direction, purpose, and accomplishment. When they feel that they can pursue their career goals, they develop a sense of empowerment and self-confidence.
- *Breaking the Cycle of Poverty*: Access to career training and pathways can help break the cycle of poverty. Well-paying jobs provide financial stability, reducing the reliance on social services, and creating long-term opportunities for economic advancement.
- *Filling Labor Market Gaps in Napa County:* When provided with training and support, ELLs can help fill labor gaps
- *Breaking Down Barriers:* Access to career pathways helps dismantle the systemic barriers that ELLs face in education and employment.

There is a digital divide in Napa County where people lack access to technology or the skills to use it effectively. By providing adult learners with access to digital literacy education, where to acquire devices, and how to access the internet, NVAEC hopes to reduce this gap and promote greater equality. Access to digital literacy is key to personal, professional, and societal advancement, making it essential for adult learners to have the tools and skills to thrive in a digitally-driven world

- *Workplace Readiness:* In today's economy, most jobs require basic digital skills. Many employers expect workers to be able to use computers, communicate via email, and navigate the internet. Without digital literacy, adult learners may be excluded from job opportunities or struggle in the workplace.
- *Educational Opportunities:* Digital literacy enables adult learners to access online courses, educational resources, and e-learning platforms. It provides them with the flexibility to learn at their own pace, which is particularly beneficial for those with family or work commitments.

- *Improved Communication:* The internet and digital tools are now central to personal and professional communication. From email to social media, being digitally literate helps adults stay connected with family, friends, colleagues, and the broader community.
- *Increased Independence:* Digital literacy allows adults to independently navigate the digital world. They can manage tasks such as online banking, shopping, accessing health information, or finding government services from remote locations.
- *Civic Engagement:* Being digitally literate helps adult learners stay informed about local and global issues.
- *Personal Growth and Confidence*: Learning digital skills can boost self-confidence and help individuals feel empowered.

To achieve this NVAEC will focus on the following **strategies**:

- Increase access to pathways for English Language Learners by increasing IET classes in "high-opportunity" occupations
- Promote co-concurrent enrollment focusing on HSD students
- Provide basic computer skills instruction throughout Napa County
- Identify resources for students to acquire devices and internet access

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Objective #2: Improve Integration of Services & Transitions

Strategies
Goal: *Communicate efficiently with consortium and community partners to coordinate services that support seamless educational and workforce transitions.*

The strategies NVAEC is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce:
1. Utilizing Data
   ✓ Quarterly reviews of student data
2. Providing Professional Development
   ✓ Attendance for education providers at workshops, webinars, and conferences
3. Identifying Best Practices
   ✓ Alignment of practices and procedures across the consortium
4. Offering Flexible Courses and Services
   ✓ Hybrid delivery to meet students where they are

Members will work in partnership to implement strategies to improve the integration of services and transitions to post-secondary education and the workforce. Within the consortium, monthly management team meetings provide the opportunity to share progress, establish next steps, problem-solve, and review results. Quarterly board meetings allow time to update progress throughout Napa County.

Utilizing Data: To monitor progress and transitions, data will be regularly reviewed and jointly accessible through MyPro. With the addition of the new Career Ed/Adult Ed Counselor at Napa Valley College, the implementation of MyPro at NVC will be a priority. Once counselors have been trained and student job/educational plans have been developed and uploaded into MyPro, partners will aggregate data and better measure the progress toward consortium goals. The review of student data will be aligned with the TOPsPro submission schedule. The review of fiscal data will align with quarterly Expenditure Reports and other fiscal reporting in NOVA.

Professional Development: Professional development opportunities will enable educational providers to attend workshops, webinars, and conferences with a focus on improving skills and supports to increase transitions to postsecondary and the workforce. On-site Professional Development will be provided to strengthen the use of data through Professional Learning Communities.

Identifying Best Practices and Procedures: To improve the efficacy of our consortium, certain practices and procedures need to be aligned across the consortium – particularly the sharing of student data. The Consortium's interest is developing a strong, collaborative, and ongoing partnership between staff who work most closely with students on transitions: the NVAE Lead Counselor, the NVC Career Ed/Adult Ed Counselor, and the NVAEC Transition Specialist. The goal is to increase transitions from NVAE to NVC, particularly ESL students. To this end, the NVAEC transition team will develop and implement specific protocols to support ESL student transitions.

Offering Flexible Courses and Services: NVAEC will continue to offer and develop formats for access to programs, including online, in-person, and hybrid models. NVC also offers flexible courses and services, but has found online classes are challenging for some students, and see higher success rates with in-class attendance. Websites include user-friendly links and resources that can be accessed 24/7. The Student Success Center at NVAE and the Welcome Center at NVC provide outreach, enrollment, and transition support. MyPro will enable student data sharing to expedite transitions once the system is fully implemented at NVC.

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Objective #3: Improve Effectiveness of Services

Strategies
Goal: *Engage regularly with regional and community partners to develop college-ready and work-ready skills in adult learners, and will use data and analytics to evaluate the effectiveness of services.*

Programmatic strategies to improve effectiveness of services:
- ✓ Develop or Improve Community Partnerships
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Work with Students in the Justice System

Operational strategies to improve effectiveness of services:
- ✓ Better Use of Data and Analytics to Evaluate Services

Additional Context

1. **Community partnerships** create a more holistic approach to education, ensuring adult learners receive the support and opportunities they need to thrive academically and professionally. NVAEC will strengthen regional and community partnerships in order to:

   - *Enhance Resources:* Community partnerships help NVAEC access additional resources, such as funding, materials, and support services, helping to provide a more comprehensive educational experience.
   - *Meet Diverse Needs:* By collaborating with local organizations, NVAEC can better understand and meet the specific needs of adult learners in Napa County by providing tailored programs or additional support such as childcare, counseling, or job placement services.
   - *Improve Student Success:* Partnerships with NVAEC connect adult learners with job opportunities, internships, and apprenticeships, which enhance their chances of employment and career advancement.
   - *Build a Stronger Network*: Collaborating with local businesses, nonprofits, and government agencies creates a stronger support network for NVAEC students, encouraging lifelong learning and community engagement.
   - *Increase Enrollment and Engagement:* When NVAEC partners with local organizations, it raises awareness of our programs, which can lead to higher enrollment and more community involvement. Partnerships can build a sense of ownership and investment in the school's success within Napa County.
   - *Address Social and Economic Barriers:* By working with community-based organizations, NVAEC can better address social and economic barriers that may prevent students from succeeding, such as housing instability or financial hardship.

2. **Data and analytics** provide the tools needed to evaluate and improve the effectiveness of adult education services, leading to better student outcomes, more efficient resource use, and enhanced educational opportunities.

   - *Informed Decision-Making:* Data-driven insights will help NVAEC make informed decisions about program design, curriculum development, and resource allocation.
   - *Improving Student Outcomes:* Data analytics help track key performance indicators like enrollment, persistence, transitions, course completion, and skills acquisition. NVAEC can identify gaps or barriers to student success and tailor interventions to improve outcomes.
   - *Resource Allocation:* Data helps ensure that financial, instructional, or technological resources are allocated to maximize their impact.
   - *Personalized Learning:* Analytics can identify patterns in student learning behavior, allowing educators to offer personalized support. Using data, NVAEC can offer targeted support to increase success rates.
   - *Accountability and Transparency:* Data provides a transparent view of the consortium's performance. Accountability shows partners how effectively NVAEC is serving students.

- *Continuous Improvement:* Collecting and analyzing data allows for ongoing monitoring and improvement.
- *Equity and Access:* Data analytics can highlight disparities in outcomes based on demographic factors, such as language, gender, or age

To improve the effectiveness of services, NVAEC will focus on **expanding regional and community partnerships** and **using data and analytics effectively** by:

- Leveraging joint advisory meetings to engage educational providers with local employers on workforce needs.
- Expanding programs within the county including services to incarcerated adults
- Developing college-readiness and workforce-readiness skills
- Using data and analytics to evaluate services

Section 5: Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name: Access to Pathways and Digital Literacy

Contribution to CAEP Objective: *Provide accessible educational programs for adults to develop college-ready and work-ready skills to meet the labor demands in Napa County.*

Activities

1.1   Access to Career and Educational Pathways

   1.1.a   Increase Integrated Education and Training courses (CTE + ESL) focused on high-opportunity occupations: IA, Computer Skills, CNA/Health, Ag Mechanics, Viticulture/Ag (NVAE)
   1.1.b.   Increase Healthcare offerings/sections (NVAE)
   1.1.c.   Implement non-credit career training classes at NVC with badging (NVC)
   1.1.d.   Promote Adult Ed concurrent enrollment at NVC, focusing on High School Diploma (HSD) students (NVC, NVAE)

1.2   Access to Digital Literacy

   1.2.a.   Provide basic computer skills instruction (including AI) throughout Napa County; expand access to include four communities in Napa County (American Canyon, Napa, St. Helena, Calistoga) (NVAE/NVAEC)
   1.2.b.   Identify resources for students to acquire devices and internet access (NVAE)

Outcomes

Short-Term Outcomes (12 Months)
   ➢ **Integrated Education and Training** combining English language instruction with workforce training, preparing adult learners for in-demand careers.
   ➢ **Digital literacy** equips adults with skills to navigate the digital world, enabling them to access opportunities for employment, education, and civic participation.
   ➢ **Concurrent enrollment** allows high school diploma students to take college courses and earn college credit, saving time and money on education and introducing them to the college experience.

   By June 2026:

   1.   Establish a minimum of one IET (ESL + CTE) class
   2.   Add a minimum of one Digital Literacy class (CTE) in three of four communities in Napa
   3.   Identify resources for students to acquire devices/internet access
   4.   Promote Adult Ed concurrent enrollment at NVC

If these activities are accomplished by June 2026:

1. a minimum of 10 ESL students will be enrolled in IET
2. a minimum of 20 students will be enrolled in digital literacy
3. NVAE and NVC will have established protocols for concurrent enrollment
4. a minimum of 5% increase in overall enrollment at NVAE

Intermediate Outcomes (1-3 Years)
➢ **Integrated Education and Training** combines English language instruction with workforce training, preparing adult learners for in-demand careers.
➢ Adult learners bridge critical gaps in **health care education** to meet the needs of an aging population in Napa County. Well-designed programs can transform adult lives and address workforce shortages.

By June 2027:

1. Establish one additional IET class for a total of two IET classes
2. Increase Healthcare program by a minimum of one additional class

If these activities are accomplished by June 2027:

1. Healthcare completers will increase by a minimum of 15%
2. A minimum of 5% increase in overall enrollment over the previous year at NVAE

Long-Term Outcomes (3-5 Years) Activities in years 1-3 will continue with full implementation.

By 2028-30:

1. Establish a minimum of one additional IET class for a total of three classes
2. Increase Healthcare program by a minimum of one additional class

If these activities are in place and sustained for three to five years:

1. Healthcare completers will increase by 5% over the prior year
2. NVAE will explore options for additional expansion
3. Enrollment and persistence will increase by 5% over the previous year

Adult Education Metrics and Student Barriers

- All: Participants
- Progress: Completed Educational Functioning Level Gain
- Student Barriers: English Language Learner

Responsible Position	Responsible Member	Proposed Completion Date
Principal of Adult Education	Napa Valley Unified	06/01/2028
Director of Continuing Education	Napa Valley CCD	06/01/2028
Principal St. Helena High School	St. Helena Unified School District	06/01/2028
Superintendent	Calistoga Joint Unified	06/01/2028
ESL Program Coordinator	Napa Valley Unified	06/01/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name: Alignment of Services and Professional Improvement

Contribution to CAEP Objective: *Communicate efficiently within the consortium to coordinate services that support seamless educational and workforce transitions. Participate in professional development to improve student outcomes.*

Activities

2.1 Alignment of Practices and Procedures Across the Consortium

> 2.1.a. Develop a collaborative partnership between the NVAE Counselor, the NVC Career Ed/Adult Ed Counselor, and the NVAEC Transition Specialist. Identify and address barriers to post-secondary education to support transitions. (NVAE, NVC)
>
> 2.1.b. Implement MyPro at NVC facilitated by NVAE Counselor, NVAEC Transition Specialist, and NVC Career Ed/Adult Ed Counselor; track adults transitioning from NVAE to NVC. (NVAE, NVC)
>
> 2.1.c. Refine protocols to support ESL student transitions to 1) IET classes, 2) co-located classes, and 3) NVC classes. (NVAE, NVC)
>
> 2.1.d. Increase flexible courses and student offerings as feasible, including online, evening, in person, and hybrid classes to meet students where they reside in four locations in Napa County – Napa, American Canyon, St. Helena, Calistoga. (NVAE)

2.2 Professional Improvement

> 2.2.a. Provide opportunities for education providers to attend workshops, webinars, and conferences focused on best classroom practices and transitions to postsecondary/workforce. (NVAE, NCOE, NVC)
>
> 2.2.b. Provide on-site professional development for instructional staff to improve student connections and outcomes. (NVAE)
>
> 2.2.c. Provide time for instructional staff to work in "Professional Learning Communities" to evaluate student data to adjust instruction. (NVAE)

Outcomes

Short-Term Outcomes (12 Months)
- ➢ **Community partnerships** enhance learning experiences, increase access to resources/support, and improve engagement.
- ➢ **MyPro data sharing** improves access to target populations, tracks outcomes, and identifies gaps.
- ➢ **Transition support** increases post-secondary enrollment, enhances agency, and improves persistence.
- ➢ **Flexible class formats** balance work, family, and studies, allowing for personalized pacing, time efficiency, and access to more courses.

➢ **Professional Development and Professional Learning Communities** improve skills, increase data understanding, increase transitions, and improve student outcomes.

By June 2026:

1. Establish a collaborative partnership between the NVAE Counselor, the NVC Career Ed/Adult Ed Counselor, and the NVAAEC Transition Specialist. Identify and address barriers to post-secondary education to support transitions.
2. Implement MyPro at NVC facilitated by NVAE Counselor, NVAEC Transition Specialist, and NVC Career Ed/Adult Ed Counselor; track adults transitioning from NVAE to NVC
3. Refine protocols to support ESL student transitions to 1) IET classes, 2) co-located classes, and 3) NVC classes
4. Increase flexible courses and student offerings as feasible, including online, evening, in-person, and hybrid classes to meet students where they reside in four communities in Napa County - Napa, American Canyon, St. Helena, and Calistoga
5. Provide opportunities for education providers to attend workshops, webinars, and conferences focused on best classroom practices and transitions to postsecondary/workforce
6. Provide on-site professional development for instructional staff to improve student connections and outcomes.

If these activities are accomplished by June 2026:

1. The number of MyPro education plans will increase 2% over 2024-25 baseline (NVAEC)
2. A minimum of 5% increase in overall enrollment over the previous year (NVAE)
3. Baseline for ESL transitions will be established (NVAE)
4. Spreadsheets will be developed to monitor: 1) course options offered in four communities in Napa County, 2) Professional development participation (NVAE)

Intermediate Outcomes (1-3 Years)
➢ **MyPro data sharing** improves access to target populations, tracks outcomes, and identifies gaps.
➢ **Transition support** increases post-secondary enrollment, enhances agency, and improves persistence.
➢ **Flexible class formats** balance work, family, and studies, allowing for personalized pacing, time efficiency, and access to more courses.
➢ **Professional Development and Professional Learning Communities** improve skills, increase data understanding, increase transitions, and improve student outcomes

By June 2027:

1. Advance the implementation of MyPro at NVC
2. ESL transition protocols will be implemented
3. Course offerings will be expanded in four communities (NVAE)
4. Professional Development and Professional Learning Communities will continue (NVAE)

If these activities are accomplished by June 2027:

1. MyPro education plans will increase by 2%-5% over 2025-26 (NVAEC)
2. A minimum of 5% increase in overall enrollment over the previous year at NVAE
3. ESL transitions will increase by a minimum of five students over the previous year at NVAE
4. Updated spreadsheets will be updated to monitor 1) course options offered in four communities in Napa County, 2) Professional development participation (NVAE)

Professional Development and Professional Learning Communities improve instructional skills, increase data understanding, increase transitions, and improve student outcomes.

Long Term Outcomes (3-5 years)
   By 2028-30:

1. Continue professional development opportunities
2. Provide PD/PLC time focused on transition, data, and instruction
3. MyPro will be fully implemented for data analysis
4. ESL transition protocols will be fully implemented

   If these activities are in place and sustained for three to five years:

1. MyPro education plans will increase by 2%-5% over 2026-27 (NVAEC)
2. A minimum of 5% increase in overall enrollment over the previous year (NVAE)
3. ESL transitions will increase by a minimum of five students over the previous year (NVAE)

Adult Education Metrics and Student Barriers
- All: Participants
- Student Barriers: English Language Learner

Responsible Position	Responsible Member	Proposed Completion Date
Principal of Adult Education	Napa Valley Unified	06/01/2028
Director of Continuing Education	Napa Valley CCD	06/01/2028
NVAEC Transition Specialist	NCOE	06/01/2028
NVAE Lead Counselor	Napa Valley Unified	06/01/2028
NVC Career Ed/Ad Ed Counselor	Napa Valley CCD	06/01/2028

Objective #3: Improve Effectiveness of Services

Activity Name: Regional and Community Partnerships

Contribution to CAEP Objective: *Engage regularly with regional and community partners to develop college-ready and work-ready skills in adult learners; use data and analytics to evaluate the effectiveness of services.*

Activities

Programmatic Activities

3.1 Improve Partnerships

- 3.1.a.   Leverage joint advisory meetings to engage with local employers on workforce needs. (NVC/NVAE/NVUSD)
- 3.1.b.   Implement HSD/GED program for incarcerated adults at Napa County Jail. (NVAE)
- 3.1.c.   Expand regional and community partnerships (e.g., CareerPoint, UpValley Family Center, On the Move, Napa County Library, St. Helena Library, California Human Development, Department of Rehabilitation, Napa Valley Farmworker Foundation, Trades Induction Program, etc.) to increase resources and enrollment, and enhance programs. (NVAE)

3.2 Improve Readiness for College and Workforce

- 3.2.a.   Develop college-readiness skills in NVAE students through Canvas and hybrid classes. (NVAE)
- 3.2.b.   Implement multiple approaches for "employability skills" workforce preparation (including badging) at NVAE/NVC.
- 3.2.c.   Develop an advanced ESL class that integrates Adult Basic Education (ABE) skills, focusing on reading and writing. (NVAE)

Operational Activities

3.3 Use Data and Analytics to Evaluate Services

- 3.3.a.   Establish regular data review aligned with state data submission deadlines. (NVAEC)
- 3.3.b.   Track outcomes: students served, students with Educational Functioning Level (EFL) gains (ESL), students who become participants (12+ hours), and students who transition to postsecondary or career advancement. (NVAEC)

Outcomes

Short-Term Outcomes (12 Months)
- ➢ **High school diploma** programs for incarcerated adults reduce recidivism, increase employment opportunities, and improve chances for successful reintegration.
- ➢ **Employability skills** equip individuals with abilities valued by employers.
- ➢ **College-readiness skills** prepare students for transition to post-secondary.
- ➢ **Regular data review** improves teaching practices, personalized learning, early identification of struggling students, and data-driven decision-making, ultimately leading to enhanced student outcomes and school improvement.

By June 2026:

1. The High School Diploma/GED program for incarcerated adults will be implemented
2. Expand partnerships
3. Develop college-readiness skills through Canvas/hybrid classes
4. Evaluate approaches for "employability skills"
5. Develop data review schedule

If these activities are accomplished by June 2026:

1. 10-20 students will be enrolled in the Napa County Jail program during 2025-26 with a minimum of 25% High School Diploma completion rate
2. Baseline data will be established for the total number of participants and the number of employability skills badges earned
3. Baseline data will be established for the following outcomes: the number of students served, students with Educational Functioning Level (EFL) gains (ESL), students who become participants (12+ hours)

Intermediate Outcomes (1-3 Years)
- ➢ **Joint advisory meetings** allow educational and workforce partners to collaborate, share information, broaden perspectives, and improve decision-making.

By June 2027:

1. Attend joint advisory meetings in a minimum of four industry sectors
2. Expand support for the consortium to include one new regional or community partner
3. Evaluate the effectiveness of approaches for employability skills
4. Regular data review will be in place
5. Compare outcome data to the prior year

If these activities are accomplished by June 2027:

1. NVAEC will be participating in joint advisory groups representing a minimum of four industry sectors
2. Increase of 5% in number of badges earned over the previous year
3. Increase of 5% in number of students served, students with EFL gains (ESL), students who become participants (12+ hours), and students over the previous year; baseline data will be established for the number of students who transition to postsecondary or career advancement

Long Term Outcomes (3-5 years)
By 2028-30:

1. Participation in joint advisory meetings will be established and ongoing
2. New regional or community partnerships will be added
3. Employability skills programs will be fully implemented at NVAE and NVC non-credit classes
4. The data review schedule and monitoring will be fully implemented
5. The High School Diploma/GED program for incarcerated adults will be fully established

If these activities are in place and sustained for three years:

1. A minimum increases of 5% in badges earned over the previous year
2. A minimum increases of 5% students served, students with EFL gains (ESL), students who become participants (12+ hours), and students who transition to postsecondary or career advancement over the previous year

Adult Education Metrics and Student Barriers
- All: Participants
- Student Barriers: English Language Learner

Responsible Position	Responsible Member	Proposed Completion Date
Principal of Adult Education	Napa Valley Unified	06/01/2028
Director of Continuing Education	Napa Valley CCD	06/01/2028
NVAEC Transition Specialist	NCOE	06/01/2028
NVAE Lead Counselor	Napa Valley Unified	06/01/2028
NVC Career Ed/Ad Ed Counselor	Napa Valley CCD	06/01/2028

Section 6: Funds Evaluation

Member Allocations and Expenditures 2024-25

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Calistoga Joint USD	$42,101	Certified
Napa Co. Office of Education	$107,564	Certified
Napa Valley CCD	$261,877	Certified
Napa Valley Unified	$3,085,557	Certified
St. Helena USD	$30,172	Certified
Totals	**$3,527,271**	

Funds Evaluation

Overview: Funds for NVAEC are allocated according to a formula based on prior percentages budgeted to each member following guidelines in the bylaws, and addressing objectives and activities in the Three-Year Plan.

In March the Board of Directors reviews current year spending, evaluates goals, discusses distribution, determines adjustments, and approves the budget for the following year. The CFAD is prepared and submitted by May 2nd. Consortium members budget funds in the Annual Plan to support the objectives of the Three-Year Plan, with a target of expending at least 80% during the fiscal year. Carryover funds are retained by members and spent first before current year allocations.

If a member has "excessive carryover" (>20%) for at least two consecutive fiscal years and reasonable interventions have not resulted in improvements, a finding may be made to reduce a member's allocation by no more than the amount of the member's carryover. NVAEC will provide technical assistance and interventions before making a finding. NVAEC tracks quarterly expenditures in NOVA and shares the information as part of the reasonable intervention.

Other Resources: Napa Valley Adult Education (NVAE) is the only consortium member that has significant "other funds" for educating adults in non-credit programs including: Apprenticeship, WIOA Section 225, WIOA Section 231, WIOA Section 243, and Work Place Training. These funds supplement ABE, ASE, ELA, EL Civics, and IELCE (Integrated English Literacy/Civics Ed.) providing additional staff, sections, and materials.

Leveraging Funds: NVAE provides programs for adult learners in St. Helena and Calistoga. CAEP funds for St. Helena and Calistoga pay associated costs incurred by NVAE for providing instruction. CAEP funds at NVC support non-credit classes and a part-time Career Ed/Adult Ed Counselor. NCOE supports a full-time Transition Specialist who maintains an office on the NVAE campus. An "ad hoc" Management

Team meets monthly to oversee implementation of objectives and activities in the Annual Work Plan and Three-Year Plan including budget review. NVUSD/NVAE has MOUs with all consortium members to identify shared costs or other funding agreements. If adjustments are needed, the Board of Directors approves and MOUs are revised and approved by respective governing boards. All funds support the objectives and activities in this plan and non-credit adult education classes, programs, and services through NVAE and NVC.