CALIFORNIA
ADULT EDUCATION

Napa Valley Adult Education Consortium Three-Year Plan

July 1, 2022 to June 30, 2025

Approved by Board of Directors: May 17, 2022

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
2022-2025 Three-Year Plan

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Napa Valley Adult Education Consortium
Three-Year Plan
Effective: July 1, 2022 to June 30, 2025
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Section 1: DETAILS

Consortium Information

Consortium Name:

36 Napa Valley Adult Education Consortium

Consortium Short Name:

36 Napa Valley

Address:

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

Website:

http://nvaec.org/

Funding Channel 2021-22:

Direct Funded

CAEP Funds 2021-22:
$3,026,314
CAEP Funds 2020-21:
$2,908,518
CAEP Funds 2019-20:
$2,908,518

Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Elena Toscano	elenanvaec@gmail.com	Project Manager	(707) 953-7596

Member Agencies

Member Agency	Member Type	Contact	Phone
Napa Valley CCD	District	Eresa Puch	(707) 256-7181
Napa Valley USD	Unified School District	Evelyn Yee	(707) 303-4018
Calistoga Joint USD	Unified School District	Maureen Hester	(707) 942-4703 ext: 6890
Napa Co OE	County Office of Education	Kelly Bucy	(707) 253-6833
St. Helena USD	Unified School District	Andrea Stubbs	(707) 326-8770

Executive Summary

Identified Needs: Through input from stakeholder groups, Napa Valley adult learners need:

- **flexible schedules**
- **child care** and **access to resources**
- **transition** support
- **pathways** aligned with NVC CTE programs and industry demands in Napa County
- **ESL** at a variety of locations
- improved **communication** between employment, training, social services, and agencies
- **awareness** of job and educational opportunities through **strategic marketing**
- training in '**hard'** and '**soft'** skills
- procedures, practices, and policies that support **equity, diversity, and inclusion**

Metrics

1. *For NVAEC*
   a. *# of Adults Served - Overall*
      i. *# of Participants who Transfer to Postsecondary (college credit)*
   b. *Student Barriers - English Language Learners*
      i. *Progress - # of ESL Participants with Educational Functioning Level Gains*
2. *For Consortium Members*
   a. *Calistoga JUSD*
      i. *# of Adults who Became Participants - Overall*
      ii. *# of Participants with EFL Gains - ESL only*
   b. *Napa COE*
      i. *# of Adults who Became Participants - Overall*
      ii. *# of Participants with EFL Gains - ESL only*
   c. *Napa Valley College*
      i. *# of Adults who Became Participants - Overall*
      ii. *# of Participants who Transfer to Postsecondary (college credit) - Overall*
   d. *Napa Valley AE*
      i. *# of Adults who Became Participants - Overall*
      ii. *# of Participants with EFL Gains - ESL only*
      iii. *# of Participants who Transfer to Postsecondary (college credit) - Overall*
   e. *St. Helena USD*
      i. *# of Adults who Became Participants - Overall*
      ii. *# of Participants with EFL Gains - ESL only*

Objectives

1. **Address Educational Needs:** Increase enrollment and completion in ESL, HSD/HSE, ABE, citizenship, Career Technical Education/pathway programs, and non-credit college programs to improve educational and career objectives throughout Napa County.
   a. **Activities:**
      i. refine marketing and outreach
      ii. provide flexible scheduling (including location and online options) and childcare
      iii. include "soft skills" instruction to compliment ESL, CTE and pathway programs with potential certification
      iv. develop additional pathways to address gaps
      v. evaluate CTE programs and pathways to compare with new industries expected to move into Napa County
      vi. align pathways at NVAE to pathways at NVC

2. **Improve Integration of Services & Transitions:** Increase awareness of educational training and pathways to address gaps in equity, diversity, and inclusion, and improve integration of services and transitions into postsecondary education and the workforce.
   a. **Activities:**
      i. recruit and enroll diverse individuals into adult ed programs and apprenticeships
      ii. build a culture of equity, diversity, and inclusion
      iii. co-locate/bridge programs between NVAE and NVC
      iv. provide transition specialist support and activities
      v. improve connections and contacts between service providers & organizations through use of **CommunityPro Suite**

3. **Improve Effectiveness of Services:** Continue to refine and align purpose, practices, and procedures among NVAEC partners.
   a. **Activities:**
      i. improve data collection to inform consortium progress
      ii. participate in targeted professional development aligned with objectives and goals
      iii. revise bylaws as needed
      iv. address gaps identified in Self-Assessment
         1. PROGRESS: share tools & procedures for collecting data; provide coordinated referrals
         2. TRANSITION: maintain NVAE CTE bridge classes to introduce students to NVC; work with HSD/HSE students to enroll at NVC; refine integration of NVC and NVAE ESL classes

Outcomes

By 2024-25, increase:

1. NVAEC # of Adults Served = 3,360
2. NVAEC # of ELL = 1431
3. Adults who become participants:
   a. CJUSD = 48
   b. NCOE = 48
   c. NVC = 634
   d. NVAE = 1,563
   e. SHUSD = 25
4. Participants with EFL Gains:
   a. CJUSD = 21
   b. NCOE = 21
   c. NVAE = 236
   d. SHUSD = 13
5. Participants Transitioning to Post-secondary
   a. NVC = 40
   b. NVAE = 15

Funds

The 2022-23 preliminary allocation for Napa Valley Adult Education Consortium totals $3,187,616 and is distributed as follows:

- CJUSD - $ 38,251
- NCOE - $ 116,785
- NVC - $ 237,040
- NVAE - $ 2,768,127
- SHUSD - $ 27,413

Funds for NVAEC are allocated according to a formula based on prior percentages budgeted to each member and following guidelines in the bylaws. At its March meeting, the Board of Directors reviews current year spending, discusses distribution, determines adjustments, and approves the budget for the following year. The CFAD is subsequently prepared and submitted by/before May 2nd. Beginning in 2021-22, Napa Valley College (NVC) proposed redistributing $10K of its budget to Napa County Office of Education/Transition Specialist to support transition activities (to be reviewed annually). Consortium members budget funds in the Annual Plan to support the objectives of the Three-Year Plan, with a target of expending at least 85% during the fiscal year (15% or less carryover). 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.

Section 2: Assessment

Overview and Preparation

Overall Approach to Assessment: The NVAEC Management Team began planning early in fall 2022 for the CAEP Three-Year Plan by establishing a timeline and outlining a two-pronged process: 1) inviting community partners, staff, and students to participate on a 'Three-Year Plan Advisory Committee' to provide input on the educational and employment needs countywide; and, 2) gathering feedback on the effectiveness of NVAEC through the 'CAEP Self-Assessment Tool.'

Advisory Committee members represented a broad range of social services, businesses, and educational providers throughout Napa County who were knowledgeable about existing practices, could pinpoint barriers for adult learners, and were able to identify current employment needs. Results from the Self-Assessment Tool provided feedback on NVAEC's current status and identified areas to improve effectiveness of the consortium and its services. ESL students provided input via a survey and identified a need for activities to support transition to NVC (e.g., counseling, field trips, etc.) and interest in the ESL, General Ed, Business, Childcare/Education, and Viticulture/Farming programs at NVC. The NVAEC Management Team synthesized input and developed goals, objectives, and activities. The draft Three-Year Plan was shared with the Governing Board for review/feedback with final approval at the May 17, 2022 meeting. Once approved, the Three-Year Plan was shared with members of the Advisory Committee and posted on our website.

The Process Undertaken: NVAEC Management Team evaluated progress on the prior Three-Year Plan and reflected on activities completed and in progress. Questions from the "CAEP Three-Year Plan Guide" were selected as prompts for the Advisory Committee. Two meetings were held in Spring 2022. Meeting #1 included background information about the CAEP program, legal requirements, and data. Advisors participated in a "gallery walk" to respond to these prompts: 1) barriers to employment and education; 2) new industries expected to move in; 3) hard/soft skills employers seek; 4) current unmet needs of employers; 5) training areas NVAE should develop; and, 6) methods to respond to changes in the labor market. The Advisors identified strengths, gaps, and needed programs and services that contributed to the plan's activities. Between the two Advisory Committee meetings, the Program Manager summarized input and shared it with the Management Team who drafted goals/objectives. Meeting #2 included the input synthesized with research and five 'draft' goals. The Committee was asked to provide further feedback that the Management Team narrowed into the final goals, objectives, and activities for the plan.

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 goals, 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 1-2x monthly with representation from NVAE, NCOE, NVC, the Transition Specialist, the Program Manager, and the Work-based Learning Coordinator. Agendas include all Three-Year goals, review of the monitoring chart, budget, and any new business.

Data Sources: 1) **Napa Valley Adult Education/TopsPro:** Age of Enrollment at NVAE; Ethnicity; Employment Status When Enrolled; Annual Income; 2) **Launchboard/CAEP Fact Sheets for Napa County:** Top 10 Industries by Jobs, Top 10 Growing Occupations; 10 Year Industry Projections; 3) **WorkForce Alliance NB:** Largest Occupations v. Salary; 4) **Napa Valley College:** CTE Pathways and Former NVAE Students Enrolled at NVC; 5) **Outcomes of 2019-22 NVAEC Three-Year Plan**

Data Contributions to the Assessment: 1) **NVAE data** showed that 70% of students are between the ages of 25-54, 90% are Hispanic or White, 59% are employed, and between 60% have earnings under $15K annually. These data indicate that students need **flexibility in scheduling**, employment opportunities that provide **higher wages**, access to **ESL classes** (in person and/or online), and **child care**. 2) **Launchboard and industry projections** demonstrated areas for potential pathway development. 3) **WorkForce Alliance data** showed salaries relative to the number/types of jobs in Napa County currently. 4) **NVC** data showed 17 pathways in place with NVAE aligned to eight of these. 5) **2019-22 Three-year Plan goals**: a) new NVAE pathways in place including "bridging" classes aligned to NVC; b) CommunityPro Suite in progress; c) Badging system in progress (hard/soft skills) but needs further development; d) Transition protocols completed and in place; e) Increased HSD/HSE enrollment due to upvalley expansion to St. Helena USD and Calistoga USD.

Regional Alignment and Priorities

Adult Education & Workforce Services Supported by CAEP: Napa Valley Adult Education (NVAE) has developed eight pathways that feed into career pathways in place at NVC in Business, Technology, Education/Early Child Care, Manufacturing, Construction, Culinary/Hospitality, Health Careers, and Viticulture/Small Scale Farming. NVAE will research local industry sector demands and data provided by the Workforce Alliance of the North Bay to determine which pathway or bridge classes to NVC need to be developed.

NVAE offers a 'Workplace Training Institute' (WTI) program to meet the English language and computer training needs of local company employees in Napa County. By participating in WTI employees gain skills needed for promotion, pay increases, and additional income to live comfortably in an area with high costs for rent or housing. WTI provides professional staff that meets the needs of companies and their employees, and schedules classes on mutually agreed upon days and times in the areas of ESL, Microsoft Word, Excel, PowerPoint, and Google Apps.

NVAE will continue to partner with **Napa County Library** to provide literacy training for tutors who provide reading instruction 1:1 for adults who may potentially become students at NVAE.

NVAE aligns its goals in the **Continuous Improvement Plan** with related objectives in the Three-Year Plan and NVAE's WASC Plan.

Although not supported by CAEP funds, other community agencies partner with NVAE for career pathway development and job preparation. The Napa Valley Education Foundation offers fee-based "Technical Certificates" for career development. Certificates include: Graphic Design (Adobe Photoshop, Illustrator, InDesign), Video Editing (Adobe Premier, After Effect), Information Technology Support Essentials (Cisco Networking Academy), Programming with Python (Cisco Networking Academy), and Social Media Marketing (Google Design Garage). NVAE offers beginning skills classes in Digital Literacy,

Keyboarding, Microsoft Word, Microsoft Excel, Power Point, and Google Apps that prepare adults to transition to Technical Certificate training.

Napa County does not have an Economic Development plan, but the **Workforce Alliance of the North Bay (WFANB)** regularly provides industry sector data which indicates 13,000 jobs in Napa County are involved in the manufacturing of non-durable goods, largely in the wine industry. Currently, NAVE's 'Intro to Machine Tools' and 'Intro to the Trades/Welding' provide a bridge to two NVC pathways: Machine Tool Technology and Welding. Data from WFANB identifying specific fields in the manufacturing area in Napa County will be reviewed for potential development as part of NVAEC's pathways research.

Career Point and **BrightFutures** provide career information, opportunities, job fairs, and job support. NVAE and NVC students are always targeted for participation in job fairs. The **Career Center at NVC** provides a variety of career readiness services to students and alumni including job listings, career research, apprenticeship, and internships.

The **Upvalley Family Resource Center**, **On the Move**, and the **American Canyon Family Resource Center** help market and connect learners with NVAE classes in HSD/HSE, CTE, and ESL. These 'on location' regional centers respond to a transportation barrier that often impedes adults from participating.

The **Salvation Army** offers a Culinary Training Program. NVAE students who are introduced to this sector through the 'Rouxbe Program' can transition to NVC, the Salvation Army, or the Culinary Institute in St. Helena for further career training in culinary.

Top 10 Industries Currently in Napa County (source: CAEP Fact Sheet in rank order): Manufacturing, Government, Health Care/Social Assistance, Accommodations/Food Service, Retail, Agriculture, Construction, Administrative Support and Waste, Other Services, Professional/Scientific

Evaluate the Educational Needs of Adults in the Region

Current Levels/Types of Education in Napa County: Napa Valley Adult Education (enrollment: 2,362) is the only adult K-12 program serving all four main cities in Napa County: City of Napa, American Canyon, St. Helena, and Calistoga. NVAE offers eight career pathways, 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, and Adults Supporting K-12 (ASK12) Student Success. The majority of NVAE students are enrolled in ESL and CTE programs. Napa Valley College: (enrollment: 4,522) offers 42 Associate Arts (AA) degrees, in 38 majors within 23 fields of study including 17 Career Education fields. Pacific Union College (enrollment: ~955 students), an accredited private Seventh-Day Adventist liberal arts college in Angwin, is the only four-year college in Napa County. PUC offers over 70 degrees (A.S., B.A., B.S.) and programs. Napa County Office of Education provides a number of CTE classes for high school students that can link to programs at NVAE or NVC.

Workforce Services in Napa County: The Workforce Alliance of the North Bay (WFANB) aligns partners in the North Bay to support a skilled workforce by providing access to a network of career centers, employment/training initiatives, and programs to drive economic growth for businesses and social

mobility for career seekers. WFANB's website offers a 'Training Directory' linking job seekers to opportunities for training, certification, workshops, degrees, licenses, and apprenticeships in 17 industry sectors in seven counties. BrightFutures is a partnership between WFNAB in Napa, Lake, Mendocino, and Marin counties. Career Point of the North Bay is a network of workforce development experts who provide training, credentials, skill development, or connections with businesses. North Bay Trade Introduction Program (TIP) prepares students for a union apprenticeship program in a variety of trades.

Gaps in Current Services and Summary of Key Data Points for Educational Needs

- **New industries** expected to move in to Napa County include: 1) technology; 2) childcare/home care; 3) health: elder care; 4) human services: mental health support and health navigation; 5) construction/energy; 6) sustainable farming, wildfire land management; 7) wine industry: manufacturing
- **Pathways** exist at Napa Valley College that lack feeder programs at the adult school
- **Employer Needs/Goals Unmet**: Labor skills: computer, customer service, oral/written communication, work ethic, punctuality, professional development, coaching
- **Lack of connection** between service providers/organizations
- **Employee shortage** and retention in Napa County
- **Lack of awareness** of educational training/pathways and employment opportunities;
- **Barriers to employment include**: disability, lack of marketable skills, poor job interview skills, lack of computer skills, need for childcare, transportation, poverty, illiteracy, limited English, high school diploma/GED/HSE, poor social skills, age, employer bias
- **Barriers to education include**: childcare, transportation, language, online access, working adults, time off work for education, fear of institutions, location of classes, cost, cultural attitudes

Implications of Data Points and Educational Needs to Prioritize Services and Resources:
1. **Pathway development** needs to align with the growing industries in Napa County and will require research into employer needs and job openings as NVAEC prioritizes services and resources.
2. Adult learners throughout Napa County need support to transition to postsecondary and/or to connect with job agencies, training opportunities, and social services. Communication between agencies can be a barrier to success. The expansion of **CommunityPro Suite** will bring on more educational and service partners to connect students seamlessly with providers.
3. Employers want new hires who have "hard" and "soft" skills for positions posted. NVAEC needs to evaluate the current certifications in place to prioritize additional **certificates** - including Work Readiness certificates - and strategies to include 'soft skills' training in career preparation programs.
4. As the only K-12 adult school in Napa County, transportation and access can be barriers. NVAE currently offers classes in American Canyon, St. Helena, and Calistoga, but NVAE will continue to explore expanding services for adult learners residing **outside the City of Napa.**
5. To promote equity, diversity, and inclusion NVAEC needs to develop and implement targeted marketing strategies to reach adults needing education, training, re-training, and career preparation.

Contributions by Entities

NVAE consists of five members who contributed to the three-year plan process: Napa Valley Adult Education, Napa Valley College, St. Helena USD, Calistoga Joint USD, and the Napa County Office of Education. Participation by respective members included: 1) NVAE/NVUSD: principal, teachers, local bargaining unit, classified, counseling tech, counselor, transition specialist, administration, student input (survey); 2) NVC: instructors, local bargaining unit, administration, student; 3) SHUSD - principal; 4) CJUSD - Coordinator College/Career Center; 5) NCOE - College/Career Readiness Administration.

Pupils: Pupil input was gathered from the ESL student survey, and student representation on the Advisory Committee.

Instructors Employed by NVAE/NVUSD/Bargaining Units: Several instructors employed by NVAE contributed to input gathered at the two Community Advisory Committee. Teachers included ESL instructors, the ASK12 instructor (support for K-12 parents), and the Transition Specialist who also provides in-class instruction. Input included student perceptions regarding fear of institutions, cultural attitudes towards education/employment, lack of online resources, location of classes, documentation for ELLs, costs for class supplies, field trips to NVC, and course descriptions.

NVC Faculty/Bargaining Units: Participants included ESL instructors, an instructor at both NVC/NVAE, counselors, Director of the Career Center, and the Academic Affairs Specialist. Faculty responded to prompts citing a lack of accessibility to training for SWDs, lack of awareness in the community of opportunities for education/training, need for basic literacy/technology skills for employment, and integrating soft skills with instruction.

Principals: SHUSD/ NVAE principals identified the need for: strategic marketing of educational opportunities, additional pathways aligned with NVC, workplace readiness skills, better interagency communication, and flexibility of classes to increase enrollment.

Administrators: NVC: Dean of the UpValley Campus/Career Education, Senior Dean of Workforce Development., Asst. Superintendent/VP Academic Affairs, and Dean of Enrollment/Outreach. NVUSD: Asst. Superintendent of Curriculum. Administrators shared transition data regarding former NVAE students enrolled at NVC, and career pathways currently in place at NVC.

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area									
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Total Participants
Calistoga JUSD	Member Representative	0	10	10	0	0	49	1	0	0	70
Napa Co. OE	Member Representative	0	0	25	0	0	0	0	19	0	44
Napa Valley CCD	Member Representative	17	84	172	36	244	0	0	23	0	576
Napa VUSD	Member Representative	54	410	776	0	0	116	317	0	0	1673
St. Helena USD	Member Representative	0	8	8	0	0	0	0	0	0	16
Total Participants		71	512	991	36	244	165	318	42	0	2379

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
The Salvation Army	Community Organization	✕	✕	✕	✕	✕	✕	✓	✕	✕

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

Current Levels and Types of Education and Workforce Services for Adults in the Region: Napa Valley College (NVC) and Napa Valley Adult Education (NVAE) are the two major education and workforce service providers for adults in Napa County. Over the past three years, NVAE has developed eight pathways that feed into career pathways in place at NVC including: 1) Business; 2) Technology; 3) Education/Early Child Care; 4) Manufacturing (Machine Tool/Intro to the Trades: Welding); 5) Construction (Building, Electrical, Plumbing, Tiling); 6) Culinary/Hospitality; 7) Health Careers (Certified Nursing Assistant, Home Health Care Assistant); and, 8) Viticulture/Small Scale Farming. These pathways will continue to be strengthened relative to workforce needs. NVC has an upvalley campus in St. Helena that will provide land and resources for the NVAE Small Scale Farming pathway which feeds into the NVC Viticulture pathway. NVAE will research local industry sector demands and review the remaining nine pathways at NVC (Human Services, Accounting, Administration of Justice, Police, Respiratory Care, Psychiatric Care, Vocational Nursing, Digital Design, and EMT) to determine further

pathway alignment and development. Community feedback as part of the Needs Assessment included consideration for training in the areas of transportation and 'green' technology - two areas not currently in place at either institution.

NVAE partners with two consortium members - St. Helena Unified School District and Calistoga Joint Unified School District - as well as the Upvalley Family Resource Center to offer ESL and HSD/HSE. Calistoga JUSD also provides a facility for an evening NVAE Construction class. Once these upvalley adult students are enrolled at NVAE, they have access to transition support to further their education through NVAE or NVC.

NVAE's Workplace Training Institute (WTI) is a program dedicated to meeting the English language and computer training needs of company employees. The goal of this program is to educate employees to gain the skills they need to get promoted, receive pay increases, and to live comfortably in Napa County. WTI matches professional and experienced teaching staff with the needs of the company employees, and schedules classes on mutually agreed upon days and times in the areas of ESL, Microsoft Word, Excel, PowerPoint, and Google Apps.

Section 3: Metrics: CAEP Barriers & Metrics

Student Barriers
Adult Ed Metrics
- English Language Learner (AE 305 - Overall)

Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.
Adult Ed Metrics
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Transition: Learn about student transition into postsecondary education and college credit pathways.
Adult Ed Metrics
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Consortium Level Metric Targets
* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	2,789	1,788		3,056	3,200	3,360
Student Barriers	English Language Learner (AE 305 - Overall)	1,355	626		1,298	1,363	1,431

Member Level Metric Targets
* Mandatory for all members

Calistoga Joint Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	N/A			40	44	48
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	N/A			15	18	21
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	N/A			0	0	0

Napa Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	N/A			40	44	48
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	N/A			15	18	21
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	N/A			0	0	0

Napa Valley CCD (Reported by Napa Valley District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	548	300		575	604	634
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)		18		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	25			20	30	40

Napa Valley Unified (Reported by Napa Valley Unified School District (NVUSD) - Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,350	877		1,418	1,488	1,563
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	204	105		214	225	236
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	119			5	10	15

St. Helena Unified School District (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	N/A			20	22	25
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	N/A			7	10	13
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	N/A			0	0	0

Member Spending Targets

Member	% of 2019-20 Available Funds Spent	% of 2019-20 Available Funds Spent	% of 2019-20 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Calistoga Joint USD	100%	100%	0%	100%	100%	100%
Napa Co.OE	100%	100%	0%	85%	85%	85%
Napa Valley CCD	100%	32%	0%	85%	85%	85%
Napa Valley Unified	100%	72%	0%	85%	85%	85%
St. Helena USD	100%	100%	0%	100%	100%	100%

Section 4: Objectives

Address Educational Needs

Description of Objective

1. **Barrier**: Reaching target populations: English Language Learners, Low Income, Low Literacy
2. **Gap**: Awareness of educational programs and job opportunities in Napa County
3. **Need**: Increase enrollment and completion in ESL, HSD/HSE, ABE, citizenship, Career Technical Education/pathway programs, and non-credit college programs to improve educational and career objectives throughout Napa County by implementing the following **strategies**:
   a. refining marketing and outreach
   b. providing flexible scheduling (including location and online options) and childcare
   c. including 'soft' skills instruction to compliment ESL, HS, and CTE programs with potential certification
   d. developing additional pathways to address gaps
   e. evaluating CTE programs and pathways to compare with new industries expected to move into Napa County
   f. aligning pathways at NVAE to pathways at NVC

Improve Integration of Services & Transitions

Description of Objective

1. **Barrier**: Communication between community service providers and organizations to benefit adult education students; access to support services and resources
2. **Gap**: A full range of services (inclusive of all students) to support student completion of programs; services need to address equity and diversity support including financial assistance, housing, access to food/nutrition, childcare, books & materials, physical and mental health services, etc (Gap identified in Self-Assessment tool: ENTRY)
3. **Need**: Increase awareness of educational training and pathways to address gaps in equity, diversity, and inclusion; improve integration of services and transitions into postsecondary education and the workforce by implementing the following **strategies**:
   a. recruiting and enrolling diverse individuals into adult ed programs and apprenticeships
   b. building a culture of equity, diversity, and inclusion
   c. co-locating/bridging programs between NVAE and NVC
   d. providing transition specialist support and activities
   e. improving connections and contacts between service providers & organizations through use of CommunityPro Suite

Description of Objective

1. <u>**Barrier:**</u> Alignment of purpose, practices, and procedures among consortium partners
2. <u>**Gaps:**</u> Shared and aligned professional development, data collection, protocols, and programs that support students to accelerate progress and transition toward academic, career, and community goals
3. <u>**Need**</u>: Continue to refine and align purposes, practices, and procedures among NVAEC partners by implementing the following <u>**strategies**</u>:
   a. improving data collection practices and using it to inform consortium progress
   b. participating in targeted professional development aligned with objectives and goals
   c. revising bylaws as needed to maintain effectiveness
   d. addressing gaps identified in Self-Assessment tool
      i. PROGRESS: need to share tools and procedures for collecting counseling, transition, and support services data and provide coordinated referrals to members
      ii. TRANSITION: need to maintain CTE bridge classes at NVAE to introduce students to NVC classes; working with high school and equivalency students to support enrollment and continued success at NVC; and continue to refine integration of NVC and NVAE ESL classes

Section 5: Activities & Outcomes

Activity Name
Goal 1: Pathway Development

Objective that Applies to this Activity
Address Educational Needs

Brief Description of Activity

1. Explore additional pathways, possibly in human services, transportation, and green energy (NVAE)
   a. Evaluate CTE programs and pathways to compare with Labor Market information and new industries expected to move into Napa County
   b. Utilize existing Advisory Boards to ensure pathways are viable student options
2. Develop CTE pathway courses (NVAE, NVC)
   a. Write course descriptions (NVAE) subject to approval of the NVUSD Board of Trustees
   b. Purchase materials and equipment (NVAE, NVC)
   c. Align pathways at NVAE to pathways at NVC (NVAE, NVC)
   d. Provide targeted professional development as needed (NVAE, NVC)
   e. Explore "Credit for Prior Learning" toward AS, Business: Concentration in Accounting (AS, Business); Concentration in Business Administration (AS-T Bus. Admin) (NVC)
   f. Include certificates aligned with industry standards and/or Dept. of Ed. Teacher Credentialing and degree (AS) requirements for Education/Early Care and K-12 Pathways (NVC)
3. Determine number of students completing non-credit and credit pathways leading to certification, diploma, and transitioning to postsecondary including):
   a. HSE/HSD (NVAE)
   b. Second language acquisition or citizenship (NVAE, NVC)
   c. CTE certification (NVAE, NVC)
   d. Entrance into NVC or other community college (NVAE)
   e. Completing AA/AS/AA-T/AS-T degrees (NVC)
   f. Entrance into the workforce (NVC)
   g. Transitioning (Transition Specialist)
      i. Annually develop schedule of NVC campus tours
      ii. Provide training on specific transition protocols for counselors as needed (NVC, Transition Specialist)
      iii. Evaluate implementation and effectiveness of transition protocols
      iv. Provide career and resource fairs
      v. Gather data to determine impact on enrollment at NVAE and NVC

Short-Term Outcomes (12 Months)
Based on industry sector needs and research, by June 2023 NVAEC will select two additional pathways to develop.

Intermediate Outcomes (1-3 Years)
Based on industry sector needs and research, by June 2024 NVAEC will offer courses in the two selected pathways.

Long-Term Outcomes (3-5 Years)
By June 2025 a minimum of twenty students will complete either of the two selected pathways.

Proposed Completion Date
06/30/2025

Adult Ed Metrics and Student Barriers
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)
- Rick Jordan
- Shawntel Ridgel
- Coleen Petersen

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Activity Name
Goal 2: Interagency Communication

Objective that Applies to this Activity
Improve Integration of Services & Transitions

Brief Description of Activity
1. Expand use of our interagency communication tool - CommunityPro Suite (CPS) - for referrals and transitions (NVAEC)
   a. Utilize CPS to set goals, create job plans, place students in classes, and track progress across classes/programs/levels, career training, higher education, and jobs (NVAEC)
   b. Coordinate CPS training for Consortium partners (NVAEC)
   c. Expand job plans to include all CTE, HSD/HSE students (NVAE)
   d. Leverage the strength of community partners to provide a full range of student services to complete programs - financial assistance, housing, access to food/nutrition, childcare, books & materials, physical and mental health services, job search, job application support, etc.
2. Implement CPS through counseling teams (NVAEC)
   a. Provide CPS training and targeted coaching/professional development as needed (NVC, NVAE, Transition Specialist)
   b. Meet with students to develop plans
   c. Track number of students completing an education/job plan
   d. Track number of adults served (Overall)
3. Support for ESL students (NVC, NVAE)

a. Develop education/job plans in CPS for ESL students
b. Support ESL transition to CTE classes, enrollment in co-located NVC classes, and enrollment at NVC

Short-Term Outcomes (12 Months)
By June 2023 increase the number of ESL students making Educational Functioning Levels Gains by 5% over the prior year (baseline: Q4 2022).

Intermediate Outcomes (1-3 Years)
By June 2024 increase the number of ESL students making Educational Functioning Levels Gains by 5% over the prior year (baseline: spring 2023).

Long-Term Outcomes (3-5 Years)
By June 2025 Increase the number of ESL students making Educational Functioning Levels Gains by 5% over the previous year (baseline: Q4 2024).

Proposed Completion Date: 06/30/2025

Adult Ed Metrics and Student Barriers
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s):
- Rick Jordan
- Shawntel Ridgel

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Activity Name
Goal 3: Work Readiness

Objective that Applies to this Activity
Address Educational Needs

Brief Description of Activity
1. Develop and implement a single countywide Work Readiness certification program (NVC, NVAE, NCOE)
   a. Research Napa County employer "soft skill" needs
   b. Create plan for soft skills program
   c. Develop a badge system that demonstrates skills competencies in the areas of academic abilities, certificates, diplomas, hard skills, and soft skills (NVAE)
      i. Research badge systems; develop options (NVAE/NVC)
      ii. Identify different levels of achievement (HS level, NVAE level, NVC level) (NVAEC)
      iii. Create uniform badging images in both a digital and physical form (NVAEC)
   d. Implement soft skills program to compliment ESL, HS, and CTE with opportunities for students to acquire a "Work Readiness Certification"

e. Provide targeted professional development
2. Track number of students annually completing "Work Readiness Certification"
3. Track number of adults served (AE 200 - Overall)

Short-Term Outcomes (12 Months)
By June 2023 NVAEC will work with county partners to develop a single countywide Work Readiness Certificate.

Intermediate Outcomes (1-3 Years)
By June 2024 NVAEC will implement the countywide Work Readiness program and issue 25 certificates.

Long-Term Outcomes (3-5 Years)
By June 2025 increase the number of students receiving Work Readiness Certificates by 10% over the prior year (baseline: Q4 2024).

Proposed Completion Date
06/30/2025

Adult Ed Metrics and Student Barriers
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s):
- Rick Jordan
- Shawntel Ridgel
- Gillie Miller

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Activity Name
Goal 4: Access: Equity, Diversity, Inclusion

Objective that Applies to this Activity
Address Educational Needs

Brief Description of Activity
1. Improve practices that promote equity, diversity, and inclusion
   a. Provide targeted professional development for staff in EDI to reduce racial barriers
   b. Implement teaching practices from principles that cross disciplines and cultures and promote justice/equity
   c. Create and promote a safe, inclusive, and respectful learning environment
   d. Review and update course outlines in all programs every three years with a lens on EDI
   e. Ensure job descriptions have gender-neutral language
   f. Track enrollment, persistence, and transition of English Language Learners

g. Continue partnerships with SHUSD, CJUSD, WFANB, Salvation Army, TIPs, etc. to ensure ESL is embedded into larger context of education, career, and citizenship support (NVAEC)

h. Continue partnership between NVC and Napa Valley Support Services (NVSS) and NV Product Services and Industries (PSI) to expand services for Adults with Disabilities (NVC)

    i. Provide regular non-credit work experience classes each semester to students served through NVSS and PSI (NVC)

    ii. Work with NVSS to secure, expand, and update instructional materials for disabled adult students (NVC)

2. Increase access (digitally and geographically) to ESL, HSE/HSD, K-8 ABE, basic technology programs, and CTE (NVAEC)

a. Provide flexible scheduling (including location and online options)

b. Provide childcare where feasible

c. Co-locate/bridge programs between NVAE and NVC

d. Develop and implement CANVAS onboarding plan (NVAE)

e. Provide student Tech Workshops to learn the basics (NVAE)

f. Revise curriculum of identified courses to better fit a distance learning model

g. Provide Transition Specialist support and activities (field trips, job fairs, resource fairs, resume writing, etc.) (NVAE, NVC, NCOE)

h. Continue partnerships with SHUSD, CJUSD, WFANB, Salvation Army, TIPs, etc. to ensure ESL is embedded into larger context of education, career, and citizenship support

3. Attend EDI and other training offered through professional organizations including but not limited to:

a. OTAN (ongoing)

b. California Council for Adult Education (CCAE) Bay Section/State Conferences (May)

c. CATESOL Annual Conference (California Association of Teachers of English to Speakers of other Languages)

d. JSPAC (Joint Special Populations Equity and Access Conference) (Fall)

e. CAEP Summit (Fall)

Short-Term Outcomes (12 Months)
By June 2023 increase the number of ESL students enrolled in NVAEC ESL programs by 5% over the prior year (baseline: Q4 2022).

Intermediate Outcomes (1-3 Years)
By June 2024 increase the number of ESL students enrolled in NVAEC ESL programs by 5% over the prior year (baseline: Q4 2023).

Long-Term Outcomes (3-5 Years)
By June 2025 increase the number of ESL students enrolled in NVAEC ESL programs by 5% over the prior year (baseline: Q4 2024).

Proposed Completion Date
06/30/2025

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s):
- Rick Jordan
- Shawntel Ridgel
- Coleen Petersen

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Activity Name
Goal 5: Marketing

Objective that Applies to this Activity
Address Educational Needs

Brief Description of Activity
1. Increase strategic marketing for Career Technical Education programs
    a. Develop a strategic marketing strategy that will further refine NVAE's and NVC's outreach
    b. Develop a plan/schedule for informing/updating community members about pathways, certificates, diplomas, and badges (NVAEC)
    c. Implement strategies and conduct community outreach
2. Track number of students enrolling, persisting, and transitioning to postsecondary overall (NVAE, NVC)

Short-Term Outcomes (12 Months)
By June 2023 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year (baseline: Q4 2022).

Intermediate Outcomes (1-3 Years)
By June 2024 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year, and increase the number of NVAE CTE students transitioning to postsecondary training by 5% over the prior year (baseline: Q4 2023).

Long-Term Outcomes (3-5 Years)
By June 2025 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year, and increase the number of NVAE CTE students transitioning to postsecondary training by 5% over the prior year (baseline: Q4 2024).

Proposed Completion Date
06/30/2025

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s):
- Rick Jordan
- Shawntel Ridgel

Section 6: Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Calistoga Joint USD	$34,902	Certified
Napa Co. Office of Education	$97,435	Certified
Napa Valley CCD	$235,757	Certified
Napa Valley Unified	$3,006,672	Certified
St. Helena USD	$25,013	Certified
Totals	**$3,399,779**	**5/5 Certified**

Funds Evaluation

Funds for NVAEC are allocated according to a formula based on prior percentages budgeted to each member and following guidelines in the bylaws. At its March meeting, the Board of Directors reviews current year spending, discusses distribution, determines adjustments, and approves the budget for the following year. The CFAD is subsequently prepared and submitted by/before May 2nd. Beginning in 2021-22, Napa Valley College (NVC) proposed redistributing $10K of its budget to Napa County Office of Education/Transition Specialist to support transition activities (to be reviewed annually). Consortium members budget funds in the Annual Plan to support the objectives of the Three-Year Plan, with a target of expending at least 85% during the fiscal year (15% or less carryover). 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.

CAEP funds at NVC support non-credit classes including ESL. NVAE provides programs for adult learners in St. Helena, Calistoga, and American Canyon. CAEP funds for St. Helena and Calistoga pay the associated costs incurred by NVAE for providing upvalley instruction.

NCOE receives funds to support a part-time position for the consortium Transition Specialist who also serves as a liaison to students in CTE classes throughout Napa County. The Transition Specialist maintains an office on the NVAE campus and regularly meets with students to provide transition support such as resource fairs, field trips to visit NVC campus, and resume writing.

To achieve outcomes the Board of Directors approves an "ad hoc" Management Team that meets at least monthly to oversee implementation of goals and activities in the Annual Work Plan and Three-Year Plan including budget review each quarter as reported in NOVA. In addition, 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 CAEP funds distributed among partners support the objectives and activities in this plan and non-credit adult education classes, programs, and services through NVAE and NVC.