

Adult Education Block Grant: Annual Plan 2019-20

Napa Valley Adult Education Consortium

Plans & Goals

Executive Summary

The Napa Valley Adult Education Consortium's vision is to create a student-centered continuum of educational programs and services resulting in a literate and skilled workforce that represents the diverse composition of our community. This includes:

- Understanding the demographics and needs of the regional population to prioritize education and support systems
- Developing tightly aligned pathways between NVAE and NVC
- Partnering with upvalley districts (Calistoga Joint Union School District and St. Helena Unified School District) to offer adult education classes
- Providing transitions for a full continuum of education through college
- Emphasizing regional career opportunities, especially living wage opportunities
- Partnering with regional organizations to leverage resources and better capture students
- Assisting adults in the Napa Valley region acquire academic and job skills to improve their employment opportunities and achieve career goals

Key accomplishments in 2018-19 include:

- Increased services for English as a Second Language (ESL) program: established an ESL Program Coordinator; expanded ESL classes upvalley (NVC)
- Established Spanish GED classes in the evenings and on Saturday in American Canyon; implemented an Independent Study format for American Canyon HSD/HSE (NVUSD)
- Expanded non-credit/VOC courses in Business Information, Worker/Office Skills, Intro to Criminal Justice, Intro to Health Services and Intro to Teacher Prep (NVC)
- Developed a non-credit Hospitality Pathway (NVC)
- Established clear transition information for NVAE Certified Nursing Assistant (CNA) to NVC Nursing Program (NVAE)
- Established a Writing Support course through NVC Writing Success Center (NVC)
- Partnered with: 1) Napa County Library to expand distance learning (Burlington English); 2) Salvation Army to establish Construction class; 3) Trades Introduction Program (TIPs) for pre-apprenticeship training; and 4) Career Point North Bay to provide career skills instruction (NVUSD)

Our priorities for 2019-20 are:

- **Goal 1:** Create and fully develop at least two countywide pathways with multiple entry and exit points, integrating and aligning services of consortium partners and agencies; additional pathways to be developed in subsequent years.
- **Goal 2:** Explore a job plan based on comprehensive pathways to assist all students and clients. (Once approved, implement no later than Year 2.)
- **Goal 3:** To increase completion rate, begin to develop a continuum to identify progress/successes: badges, certifications, and/or degree programs using New World of Work Skills.
- **Goal 4:** Begin to develop specific transition protocols from: high school to post-secondary, NVAE to NVC, NVC to four-year universities/colleges and/or the workforce.
- **Goal 5:** Continue/expand Adult Secondary Education (ASE), Adult Basic Education (ABE), and English as a Second Language (ESL) programs. Grow Career Technical Education (CTE), Internship, ASK12 and Adults with Disability programs.

These goals are consistent with the vision created in our three-year adult education plan for the region.

Regional Planning Overview

For the 3-year approved May 20, 2019, Napa Valley Adult Education Consortium gathered information by:

1. Reviewing Labor Market Data through Workforce Alliance of the North Bay
2. Facilitating regional meetings with business community/other stakeholders to gather input
3. Establishing a working management group with representation from NVAE, NVC, and NCOE
4. Posting final version for public comment and board approval
5. Submitting plan to the state and posting an approved version on NVAEC website

Differences from the original process include:

1. Upper valley presence on the board and through funding, which means a greater voice/representation for the upper valley region including both Calistoga and St. Helena. Services to begin fall 2019.
2. Workforce Alliance of the North Bay (WANB, the local Workforce Investment Board) participation in labor market data analysis
3. Inclusion of two comprehensive community-wide meetings to establish priorities for three-year plan
4. New design for board composition beginning August 2019

Meeting Regional Needs

Regional Need #1

Gaps in Service/Regional Needs

Gap: Lack of aligned pathways/career education targeted at helping adults prepare for regional high-demand careers and improve current careers beginning with high school to adult school, adult school to community college or into the workforce, and community college to a four-year university or into the workforce.

Reason: Continued need for growth of career pathways programming; pathways developed at Napa Valley College need feeder/introductory courses offered at Napa Valley Adult Education

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

1. Labor market information including priority sectors
2. Input from comprehensive community planning meetings
3. Input from WIB/Workforce Alliance of the North Bay
4. Input from employers in Napa County; not enough skilled employees to meet demand

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

1. Number of career pathways aligned between NVAE and NVC
2. Number of additional introductory classes at NVAE
3. Number of NVAE students transitioning to NVC in pathway
4. Number of students continuing to 4-year university pathway or entering into the workforce with certification

Regional Need #2

Gaps in Service/Regional Needs

Gap: Lack of a **job plan** for adult learners based on comprehensive pathways to assist all students and clients

Reason: Need for additional resources to guide adult learners on career/job pathway

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

1. Job plan supports currently do not exist
2. Input from community partners
3. Need to provide research-based guidelines for adult learners regarding career pathways

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

1. Students developing job plans to enter college and/or careers
2. Students transitioning into college and/or careers
3. Number of students served

Regional Need #3

Gaps in Service/Regional Needs

Gap: Low completion rates; to increase completion rates, develop a continuum to identify progress/successes that includes **badges, certifications, and/or degree** programs using New World of Work Skills.

Reason:

1. Adult learners will be able to track progress towards identified goals
2. The New World of Work Skills include 21st century skills for workplace preparation

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

1. No continuum of progress/successes currently exists outside of student grades
2. Input from stakeholder groups and community partners

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

1. Development of a continuum to identify progress/successes
2. Number of badges earned based on the New World of Work Skills
3. Number of certifications earned
4. Number of degrees earned

Regional Need #4

Gaps in Service/Regional Needs

Gap: Lack of **specific transition protocols** from: high school to post-secondary, NVAE to NVC, NVC to four-year universities/colleges and/or the workforce.

Reason: Specific transition protocols have not been developed to assist adult learners in moving from one level to the next; adult learners may have had negative early school experiences that require more support; adult learners in our region have high levels of poverty and require more support navigating the education system or work certification process

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

1. Input from stakeholder groups and community partners
2. Regional demographic data
3. Limited existing transition protocols
4. Lack of a transition specialist

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

1. Identified and specific transition protocols from high school to post-secondary
2. Identified and specific transition protocols from NVAE to NVC, four-year universities, and/or the workforce

3. Identified and specific transition protocols from NVC to four-year universities and/or the workforce
4. Increased number of students transitioning

Regional Need #5

Gaps in Service/Regional Needs

Gap: Lack of sufficient adult education courses in the northern section ('up-valley') of Napa Valley in the city of Calistoga and St. Helena. This especially includes ESL and ABE/ASE/high school completion.

Reason: Need to overcome transportation barriers; adult learners will not travel from upvalley to Napa Valley Adult Education in Central Napa or Napa Valley College in South County.

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

1. Input from community meetings
2. Partners to the north, including UpValley Family Centers, Calistoga Joint USD and St. Helena USD helped identify specific needs and requests for more levels of ESL
3. Attendance/drop out patterns from upvalley students including information that Calistoga residents prefer classes in Calistoga rather than 7 miles south in St. Helena; St. Helena residents prefer classes in St. Helena rather than 11 miles south in central Napa

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

1. Increase in upvalley NVAE student enrollment
2. Number of upvalley adult English learners enrolled in various ESL courses
3. Number of upvalley adult learners enrolled in ABE/ASE or HSD programs

Gaps In Service

New Strategies

Strategy #1

By June 2020 work with partners and agencies (NVAE, NVC, NCOE, Health and Human Services, Career Point, etc.) to fully develop two career/educational pathways in 19-20 aligned to existing NVC pathways in 1) Education - Early Care and K-12 and, 2) Health Careers, and begin development process for other four pathways.

1. Education - Early Care and K-12 Pathway
 - a. NVAE to align Introduction to Child Care and Education with existing NVC pathway courses including Child & Family Studies and Education, Lesbian, Gay, Bisexual, Transgender Studies, and Education
2. Health Careers Pathway
 - a. NVAE to align Certified Nursing Assistant (CNA) and Introduction to Health Careers with three key classes at NVC including HEOC 90, Intro to Health Occupations as non-credit, articulated or dual enrollment course; HEOC 100, Basic Anatomy and Physiology; HEOC 101, Pharmacology; HEOC 171, Medical Terminology; and HEOC 172, Basic Nutrition
 - b. NVC faculty to present at the end of NVAE Introduction to Health Careers class
3. Begin development for additional pathways: Business and Technology Pathway, Manufacturing and Construction Pathway, Culinary and Hospitality Pathway, and Viticulture & Niche Farming Pathway.
4. If budget supports, provide NVAE staff member (with qualifications for community college instruction) to teach summer program for students exiting high school to bridge to community college.

Addressing Gap 1: Lack of aligned pathways/career education targeted at helping adults prepare for regional high-demand careers and improve current careers beginning with high school, to adult school to community college

to a four-year university or into the workforce with certification.

Strategy #2

1. Research job plan options that are customizable for respective partners and agencies, address privacy/FERPA issues, and be sustainable over multiple years.
2. Include agency partners and counselors to help evaluate options and design the plan.
3. Evaluate use of job plan to address concerns, needs or improvements (may happen in Years 2 and 3).

Addressing Gap 2: Lack of a **job plan** for adult learners based on comprehensive pathways to assist all students and clients.

Strategy #3

Develop a continuum to identify progress/successes: **badges, certifications, and/or degree** programs using New World of Work Skills.

1. Develop options and a timeline
2. Identify different levels of achievement within each badge
3. Teach “essential skills” along with technical skills
4. Incorporate Entrepreneurship when applicable utilizing New World of Work components adding resume building, mock interviews, preparation of a business plan, participating in the business plan competition and a visit/tour of NVC.

Addressing Gap 3: Increase completion rate by developing a continuum to identify progress/successes.

Strategy #4

1. Establish MOUs and partnerships between NVAE and CJUSD, SHUSD and NVC (for use of upvalley campus)
2. Establish various ESL courses and High School Diploma/High School Equivalency classes upvalley (NVAE, CJUSD and SHUSD)
3. Hire or assign staff for upvalley instruction (NVAE)
4. Continue offering ESL classes upvalley (NVC) at the upvalley campus in St. Helena

Addressing Gap 5: Lack of adult education courses and supports in the northern section ("up-valley") in the cities of Calistoga and St. Helena. This especially includes ESL and ABE/high school completion.

Seamless Transitions

New Strategies

Strategy #1 Create description and hire a Transition Specialist to assist in protocols (NCOE)

Strategy #2 Transition Specialist to work with partner agencies to develop a comprehensive plan for specific “transition” protocols from:

1. High school to NVAE or NVC;
2. NVAE to NVC, four-year school, technical schools or the workforce;
3. NVC to four-year school, technical schools or the workforce.

Strategy #3 Transition Specialist to work with partner agencies to:

1. Develop schedule of campus tours to expose NVAE students to NVC pathway programs
2. Align student job plan with counselors from NVAE to NVC

Strategy #4 Increase counseling/advising staff at NVAE.

Strategy #5 Integrate credit/non-credit ESL programs to create seamless progression of ESL instruction from NVAE/NVC "non-credit" into "credit" ESL (NVC).

1. Co-locate NVC ESL classes at NVAE.
2. Beginning fall 2019 the ESL department at NVC will align non-credit and credit courses in preparation for AB 705.

Strategy #6 Explore creation of an NVAE "E-Brochure" with links to NVC "E-Brochure"; include graphs showing alignment and requirements for CTE programs that overlap between NVAE and NVC; include prerequisites and academic requirements.

Addressing Gap 4: Lack of specific transition protocols from: high school to post-secondary, NVAE to NVC, NVC to four-year universities/colleges, technical schools and/or the workforce; increase support staff.

Student Acceleration

New Strategies

Strategy #1

Expand offerings of short-term non-credit vocational courses in various CTE areas through Summer Boot Camps and regular school year including: (NVC)

1. Introductory Criminal Justice Training offered fall 2019
2. Introductory Teacher Institute workshops to be implemented fall 2019 and spring 2020

Strategy #2

Expand High School Diploma/Equivalency options at NVAE that allows to take more classes and accelerate completion, including:

1. Enrolling students upvalley
2. Offering evening classes, Saturday classes and a blended study format for the American Canyon HSD/HSE program

Strategy #3

1. Add contextualized ESL/CTE class at NVAE to better prepare students for CTE training at NVAE and NVC.
2. Explore and expand Learning Upgrade App for ESL students. (NCOE)

Strategy #4

Explore services (e.g., Napa Valley Support Services), support, supplies and/or instructional materials for adults with disabilities (NVAE and NVC)

Strategy #5

Evaluate and explore opportunities to grow testing options (e.g., Pearson Vue or similar program) (NVAE and NVC)

Professional Development

New Strategies

Strategy #1

NVAE will partner with NVC and NCOE to offer:

1. Co-training for counselor(s) on pathway programs (Goal 1) when developed
2. Common training on the use of the job plan (Goal 2) once approved; and implement with ongoing training and support (may happen in Year 2)
3. Planning and training on specific transition protocols (Goal 4) across the consortium, especially with counselors
4. Training in the use of Learning Upgrade ESL app (NCOE)

Strategy #2

NVAE, NVC, NCOE may participate in any or all of the following:

1. California Council for Adult Education (CCAEE) Bay Section/State Conferences (April 2020)
2. CATESOL Annual Conference (October 2019)
3. JSPAC Conference (November 2019)
4. AEP Summit (October 29-30, 2019)
5. CASAS Summer Institute (June 2020)

Leveraging Resources

New Strategies

Strategy #1

Expand and continue partnerships with SHUSD, CJUSD, community organizations (WIB/Workforce Alliance, Career Point, TIPs, Chambers of Commerce), and agencies (e.g., Grapegrowers and UpValley Family Centers) to ensure that ESL efforts are embedded into the larger context of education and citizenship education services.

Strategy #2

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

Strategy #3

Expand on partnerships to offer more career training opportunities including:

1. Salvation Army, local high schools, and other community organizations for Construction class for adult students building on the successful Hospitality partnership already existing
2. Trades Introduction Program (TIP) for pre-apprenticeship training
3. Career Point North Bay at NVAE to provide career skill instruction off-site for career seekers

Strategy #4

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

1. Continue to provide regular non-credit work experience classes each semester to students served through NVSS and PSI
2. Continue to work with NVSS to secure, expand, and update instructional materials for disabled adult students

Fiscal Management

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

Planned allocations are directly to support teaching, support services and administration related to the delivery of the

seven program areas identified as the Adult Education Program, per the 3-year plan and NVAEC 2019-20 Annual Adult Education Plan. These include:

1. *Programs in elementary and secondary skills, including those leading to a high school diploma.* The planned allocations support expanding/sustaining programs and class offerings in ABE including up-valley, American Canyon and on the main campus of the NVAE program through localized support
2. *Programs for immigrants in citizenship, ESL and workforce preparation.* The planned allocations support additional levels of ESL programs up-valley and in American Canyon, expanding CTE offerings and sustaining current programs in citizenship preparation for immigrants, existing ESL and CTE sections.
3. *Programs for adults primarily related to entry or reentry into the workforce.* The planned allocations support Vocational English as a Second Language skills and training for certification in entry level positions or career change, and the addition of a job planning tool.
4. *Programs for adults to develop skills to assist elementary and secondary school children succeed academically.* The planned allocations support parent education in partnership with NCOE as well as ESL classes to strengthen parent access to their student's educational opportunities and progress (including navigating district online resources, mathematics for adults, etc.).
5. *Programs for adults with disabilities.* The planned allocations support use of resources for a transition specialist, tutoring, counseling, supplies, services, training and instructional materials for students with disabilities.
6. *Programs in career technical education that are short term in nature with high employment potential.* The planned allocations support ongoing CTE offerings and expansion of non-credit vocational courses in short-term CTE areas and development of tightly aligned career pathways between NVAE and NVC.
7. *Programs offering pre-apprenticeship training.* The planned allocations will include partnership with the North Bay Trades Introduction Program and Career Point North Bay.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

For the funded members with carryover from 18-19 (NVAE and NVC):

- Carryover funds are on-track to be used by NVAE as part of the normal operations, per planning herein.
- For Napa Valley College, carry-over funds have been incorporated into the plan to roll out new services covered within this plan. NVC has appointed a permanent Senior Dean of Career Education and Academic Pathways and as Assistant Dean of Workforce Development.