

California Adult Education Program : Annual Plan : 2020-21 Produced: Aug 12, 2020, 08:45 PM UTC Andrea Stubbs

36 Napa Valley Adult Education Consortium

Plans & Goals - Consortium Approved

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:

- 1) Understanding the demographics and needs of the regional population to prioritize education and support systems and to eliminate any racial injustice
- 2) Implementing procedures and strategies to meet the challenges of instruction during the COVID-19 pandemic through a combination of modified classroom structures and distance learning protocols.
- 3) Providing high quality services, training, materials, supplies, counseling, and professional development within the boundaries of a reduced budget with effective fiscal management, use of reserves, and ongoing monitoring
- 4) Developing tightly aligned pathways between NVAE and NVC
- 5) Partnering with upvalley districts (Calistoga Joint Unified School District and St. Helena Unified School District) to offer adult education classes
- 6) Providing transitions for a full continuum of education through college
- 7) Emphasizing regional career opportunities, especially living wage opportunities
- 8) Partnering with regional organizations to leverage resources and better capture students
- 9) Assisting adults in the Napa Valley region acquire academic and job skills to improve their employment opportunities and achieve career goals.

Key accomplishments in 2019-20 include:

- 1) Began aligning pathways for Child & Family Studies & Education and LGBT Studies and Education (NVC/NVAE)
- 2) Researched job plan (Community Pro Suites) for adult learners based on career pathways; developed implementation schedule for 20-21
- 3) Fully established Adult Ed courses and supports in northern sector (upvalley) in St. Helena and Calistoga including ESL and ABE/HSD
- 4) Created and taught a CTE/Construction class in two locations
- 4) Expanded summer transitional Boot Camps for HS students at NVC
- 5) Hired and implemented Transition Specialist position to work with partner agencies
- 6) Transition Specialist developed pathway flyers, scheduled co-created NVC campus tours, integrated services with partner agencies (NVAEC and NVC)
- 7) Collaborated with NVC Student Support Specialist Task Force (NVAE, NVAEC)
- 8) Co-located NVC ESL classes at NVAE
- 9) Added Intro to Criminal Justice for credit (NVC)
- 10) Offered evening classes, Saturday classes, and blended study in American Canyon (NVAE)
- 11) Trained in and expanded the use of the Learning Upgrade ESL app among students (NVAEC)
- 12) Strengthened the partnership with Napa Valley Support Services for Students with Disabilities (NVC)
- 13) Established distance/online learning (NVC, NVAE, SHUSD, CJUSD, NCOE)
- 14) Strengthened partnerships with Workforce Alliance, Career Point, North Bay TIPs programs by participating in ongoing regional board meetings

Priorities for 2020-21 are:

Goal 1: Pathways:

- 1) Further refine ongoing countywide Culinary & Hospitality and Health Careers pathway
- 2) Establish Business & Technology and Education/Early Care & K-12 pathways with multiple entry and exit points, integrating and aligning services of consortium partners and agencies; all pathways will continue to be strengthened and developed in subsequent years.
- 3) Pathway coursework to support removing obstacles to address any racial barriers and access for all to online/distance learning.

Goal 2: Begin implementation of job plan (e.g., Community Pro Suites) based on comprehensive pathways to assist all students and clients.

Goal 3: To increase completion rate, begin development of a continuum to identify progress/successes: badges, certifications, and/or degree programs possibly using an essential skills program.

Goal 4: Continue developing specific transition protocols from: K-12 to NVAE high school programs, high school to post-secondary, NVAE to NVC, NVC to four-year universities/colleges and/or the workforce.

- 5) Continue/expand Adult Secondary Education (ASE), Adult Basic Education (ABE), and English as a Second Language (ESL) programs, and Career Technical Education (CTE), including distance learning opportunities; grown 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 (Year 2).

Regional Planning Overview

Our consortium implements the new 3-year plan by developing an implementation plan annually for each of the three years that includes strategies, actions, and measurable outcomes. A GAANT chart is developed by the program manager that identifies the objectives, responsibilities, and timelines of consortium members. A "Management Team" meets twice monthly to discuss, plan, and monitor progress. Our Board meets quarterly at a minimum, and updates on the implementation of the 3-year plan are provided. At the end of the semester and end of the school year, the Management Team will prepare an evaluation of progress towards implementation of the 3-year plan goals. The 3-year plan for the Napa Valley Adult Education Consortium is achievable, feasible, reasonable, and time-bound with SMART goals.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Gap: Lack of fully aligned pathways/career education targeted at helping adults, especially marginalized subgroups, 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.

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

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

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

Reason: Need for additional resources to guide adult learners on career/job Resources: 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: Increase completion rate of minority subgroups by developing a continuum to identify progress/successes and eliminate racial barriers using skills based program (e.g., World of Work Skills)

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

Reason: 1) Adult learners will be able to track progress towards identified goals 2) A "skills based program" will include 21st century skills for workplace preparation Resources: 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, high school to NVAE, NVAE to NVC, NVC to four-year universities/colleges and/or the workforce.

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

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 Resources: 1)

Input from stakeholder groups and community partners²) Regional demographic data³) Limited existing transition protocols⁴) 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 NVAE or high school to post-secondary²) Identified and specific transition protocols from NVAE to NVC, four-year universities, and/or the workforce³) Identified and specific transition protocols from NVC to four year universities and/or the workforce⁴) Increased number of students transitioning

Regional Need #5

Gaps in Service / Regional Needs

Gap: Ongoing need for adult education courses (including ESL and ABE/high school completion) and support in the northern section ("up-valley") in the cities of Calistoga and St. Helena for adults unable to travel to the main Adult Education campus and to eliminate racial barriers.

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

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. Resources: 1) Input from community meetings 2) Partners to the north, including Up-Valley 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 up valley 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 up-valley NVAE student enrollment²) Number of up-valley adult English learners enrolled in various ESL courses³) Number of up-valley adult learners enrolled in ABE/ASE or HSD programs

Gaps In Service

New Strategies

Strategy #1

By June 2021 work with partners and agencies (NVAE, NVC, NCOE, SHUSD, CJUSD, Health and Human Services, Career Point, etc.) to develop two career/educational pathways aligned to existing NVC pathways in Business & Technology, and Education/Early Care & K-12 Business & Technology Pathway NVEA will: 1) Develop Entrepreneurship class²) Align existing NVAE classes in Business and Administrative Office Assistant and Entrepreneurship to the following NVC programs: Computer/Business Information Worker Certificate of Achievement (17.5 units); Local certificates in Microsoft Office Software (10.5 units) and Marketing (9 units); Two week 3-unit summer camps with Business 101 and 102 (to be determined); and to include Digital Design and Graphic Technology NVC will: 1) Provide Office Assistant and related certificates²) Offer Certiport Certification for each module of Microsoft Platform including additional opportunities to certify for Entrepreneurship.³) Align with degrees including AS, Business: Concentration in Accounting; AS, Business: Concentration in Computer studies; AS Business: Concentration in Business Administration: AS-T, Business Administration Education - Early Care and K-12 Pathway Furthermore: 1) NVAE will align Introduction to Child Care and Education with existing NVC pathway courses including: Child & Family Studies and Education, Lesbian, Gay, Bisexual, Transgender Studies, and Education²) NVC programs to include certificates aligned with industry standard and/or Department of Education Teacher Credentialing and degree (AS) requirements³) NVAE and NVC continue to refine current pathways in progress: Culinary and Hospitality Pathway and Health Careers Pathway.⁴) Align NVAE CNA and Intro to Health Careers with three key classes at NVC including HEOC 90, HEOC 100, HEOC 101, HEOC 172.⁵) NVC faculty present at end of NVAE Intro to Health Careers class⁶) Begin timeline for final two pathways: Manufacturing and Construction Pathway, and Viticulture & Niche Farming Pathway.⁷) If budget and health restrictions allow, provide NVAE staff members (with qualifications for community college instruction) to teach summer programs for students exiting high school to bridge to community college.⁸) Remove obstacles to address any racial barriers⁹) Strengthen access to allow for full online/distance learning as needed following educational guidelines and recommendations during COVID-19.

Strategy #2

1) Begin implementation of job plan (e.g., Community Pro Suite) customizable for respective partners and agencies; address privacy/FERPA issues, and address multiple years' sustainability
 2) Provide information for agency partners and counselors to assist with rollout and to design the plan
 3) Evaluate use of the adopted job plan to address concerns, needs or improvements (will happen in Years 2 and 3).

Strategy #3

1) Develop a continuum to identify progress/successes: badges, certifications, and/or degree programs using an essential skills program.
 2) Develop options and a timeline (Fall 2020)
 3) Identify different levels of achievement within each badge (Spring 2020)
 4) Teach "essential skills" along with technical skills (Years 2 and 3)
 5) Incorporate Entrepreneurship when applicable utilizing an essential skills program components adding resume building, mock interviews, preparation of a business plan, participating in the business plan competition and a visit/tour of NVC.

Strategy #4

1) Re-establish MOUs and partnerships between NVAE and CJUSD, SHUSD and NVC (for use of up valley campus)
 2) Continue to provide or expand ESL courses and High School Diploma/High School Equivalency classes up valley (NVAE, CJUSD and SHUSD) to eliminate location barriers.

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

Transition Specialist to develop marketing materials for pathways, recruit students, provide training (e.g., Learning Upgrade, etc.), and compile accountability data.

Strategy #2

Transition Specialist to work with partner agencies to develop a comprehensive plan for specific "transition" protocols from: K-12 to NVAE high school programs, High school to post-secondary, NVAE to NVC, NVC to four-year universities/colleges and/or the workforce.

Strategy #3

Transition Specialist to work with partner agencies to:
 1) Develop schedule of campus tours (virtual or in person as permitted) to expose NVAE students to NVC pathway programs
 2) Align student job plan with counselors from NVAE to NVC

Strategy #4

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.

Student Acceleration**New Strategies****Strategy #1**

1) Expand offerings of short-term non-credit vocational courses in various CTE areas through Summer Boot Camps and regular school year.
 2) Implement Introductory Teacher Institute workshop (NVC).

Strategy #2

1) Develop and add contextualized ESL/CTE class at NVAE to better prepare students for CTE training at NVAE and NVC.
 2) Expand use of Learning Upgrade App for ESL students and align with course syllabi at NVAE

Strategy #3

Continue support for adults with disabilities through Napa Valley Support Services providing counseling, supplies and/or instructional materials (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 job plan (e.g., Community Pro Suite) (Goal 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 (TS)

Strategy #2

NVAE, NVC, NCOE may participate in any or all of the following: 1) Online training for staff on distance learning (e.g., OTAN, Google Classrooms, etc.) 2) Equity training to reduce racial barriers 3) California Council for Adult Education (CCAEE) Bay Section/State Conferences (April 2021) - virtual or physical 4) CATESOL Annual Conference (virtual 2021) 5) JSPAC Conference (virtual in November 2020) 6) CAEP Virtual Summit (October 26-29 2020) 7) CASAS Summer Institute (June 2021)

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 and to remove any racial barriers for students.

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) including implementation of job plan software (e.g., Community Pro Suites) when available.

Strategy #3

Continue partnerships to offer career training opportunities - especially for women and students of color - including: 1) Salvation Army, local high schools, and other community organizations for Construction class for adult students 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

1) 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. 2) Continue to provide regular non-credit work experience classes each semester to students served through NVSS and PSI 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 CAEP 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 2020-21 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. Current funds and carryover are adequate to address program continuation. 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. Current funds and carryover are adequate to address program continuation. 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 (e.g., Community Pro Suites). Current funds and carryover are adequate to address program continuation. 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.). Current funds and carryover are adequate to address program continuation. 5) Programs for adults with disabilities. The planned allocations support use of resources for a shared transition specialist, tutoring, counseling, supplies, services, training and instructional materials for students with disabilities. Current funds and carryover are adequate to address program continuation. 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. Current funds and carryover are adequate to address program continuation. 7) Programs offering pre-apprenticeship training. The planned allocations will include partnership with the North Bay Trades Introduction Program and Career Point North Bay. Current funds and carryover are adequate to address program continuation.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

For the funded members with carryover from 19-20 (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 expansion of the SIM Center for CNA students and to fund areas identified in this plan.

Certification

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