

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 16, 2021, 02:47 PM UTC Evelyn Yee

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 or barriers to education or employment; 2) Implementing procedures and strategies to meet the challenges of instruction post-COVID-19 through a combination of full or modified classroom structures, and distance learning protocols; 3) Providing high quality services, training, materials, supplies, counseling, and professional development within the boundaries of the allocated budget with effective fiscal management, use of reserves, and ongoing monitoring of resources; 4) Continuing the development and implementation of 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 adult education K-12 through college; 7) Emphasizing regional career opportunities, especially living wage opportunities; 8) Partnering with regional organizations to leverage resources and better serve 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 2020-21 include: 1) Established CTE classes in all eight pathways in a comprehensive plan (NVAE); 2) Offered co-teaching IET (Integrated Education and Training) model in Office Assistant (NVAE); 3) Transitioned to new leadership at NVC; implemented the SIM center at NVC with plans to partner with Certified Nursing Assistant students at NVAE (NVC); 4) Finalized board approval of Community Pro Suite/PAIRIN in NVUSD and CJUSD for 2021-22 implementation (NVAEC); 5) Partnered with NVC to offer fall 2021 non-credit and credit classes at NVAE in ESL; 6) Provided NVAE courses (including ESL and ABE/HSD) and supports upvalley in St. Helena and Calistoga; 7) Created and taught a CTE Construction class in two locations (NVAEC); 8) Transition Specialist: a) Finalized pathway/industry flyers and distributed to schools, Career Point, and NVC in binders; uploaded flyers on NVAE website; b) Developed transition protocols; c) Continued and expanded the use of the Learning Upgrade ESL app among students (NVAE); d) Provided all NVAE CTE students with workshops on resume writing and interview skills; e) Held virtual career fairs for healthcare, construction, office assistant and hospitality; 9) Pivoted to distance/online learning (NVC, NVAE, SHUSD, CJUSD, NCOE); 10) Collaborated with NVC Student Support Specialist Task Force through monthly outreach meetings (NVAEC); 11) Continued support for adults with disabilities through NVSS and PSI (NVC); 12) Strengthened partnerships with Workforce Alliance, Career Point, North Bay TIPs programs by participating in ongoing regional board meetings (NVAEC). Priorities for 2021-22 are: Goal 1: Pathways: 1) Operationalize six of eight pathways; monitor enrollment and adjust sections as needed; 2) Develop and use student individual education and career plans (NVAE); 3) Monitor and track number of adult learners completing non-credit and credit pathways leading to certification, transition, or diploma (NVAE and NVC) Goal 2: Begin implementation of job plan (Community Pro Suites/PAIRIN) to assist all students and clients; Goal 3: Develop a continuum of "badges" or certifications to identify progress/success to increase completion and persistence rates; Goal 4: Fully implement and monitor 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; Goal 5: Provide High School Education (HSE), Adult Basic Education (ABE), and English as a Second Language (ESL) programs; grow Career Technical Education (CTE), including distance learning opportunities; internship, ASK-12, Adults with Disability programs and expanding non-credit classes at NVC. These goals are consistent with the vision created in our three-year adult education plan for the region (Year 3).

Regional Planning Overview

Our consortium implements the 3-year plan by developing an implementation plan annually for each of the three years that includes strategies, actions, and measurable outcomes. A GANTT chart is developed by the program manager that identifies the objectives, responsibilities, and timelines of consortium members. A "Management Team" meets approximately twice monthly to discuss, plan, and monitor progress. The 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. During the current year, a new 3-year plan will be developed for 2022-25.

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

Lack of a job plan for adult learners based on comprehensive pathways to assist all students and clients; provide equitable resources for all students to eliminate racial barriers.

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

Goal to increase persistence and completion rates of minority subgroups by developing a continuum to identify progress/successes and eliminate racial barriers.

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 work skills; 3) Number of certifications earned;

Regional Need #4

Gaps in Service / Regional Needs

Need implementation of 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, technical schools and/or the workforce.

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

Reason: Specific transition protocols have been developed to assist adult learners in moving from one level to the next, but need to be fully implemented; 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 partners; 2) Regional demographic data; 3) Limited implementation of existing transition protocols

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

1) number of students participating in transition activities such as campus tours; 2) Increased number of students transitioning

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

Increase access and readiness to higher education and workforce preparation.

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 enrollment; 2) Number of up-valley adult English learners enrolled in various ESL courses; 3) Number of up-valley adult learners enrolled in ABE/ASE or HSD programs

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

By June 2022 Napa Valley Adult Education Consortium will further pathway implementation. 1) Operationalize six of eight pathways, including monitoring enrollment and adjusting sections as needed (NVAE); 2) Develop and begin to use student individual education and career plans (NVAE); 3) Determine number of adult learners completing non-credit and credit pathways leading to certification, diploma, transition, including: a) High School Education (HSE) or High School Diploma (HSD); b) Second language acquisition or citizenship; c) CTE certification; d) Entrance to NVC or other community colleges; e) AA/AS/AA-T/AS-T degrees; f) Entrance into the workforce; g) Remove obstacles to address any racial barriers; h) Continue to provide options for online/distance learning if needed.

Strategy #2

By June 2022 Napa Valley Adult Education Consortium will begin implementation of "Community Pro Suite (CPS)/PAIRIN", an interagency job plan tool. 1) Provide a series of trainings for counselors and staff at NVAE and CJUSD, transition specialist, and NVAEC management; 2) Introduce CPS/PAIRIN to staff at NVC (may include management team, Dean's office, counseling team, outreach team, student services, etc.) on program's design, purpose, benefits, and use; 3) Provide ongoing training, coaching, and support in implementation of CPS; 4) Identify additional partners or new employees for training; 5) Meet with agency partners to review efficacy of CPS; 6) Adjust implementation plan as needed.

Strategy #3

By June 2022 Napa Valley Adult Education Consortium will develop a continuum of badges to monitor progress and successes. 1) (21-22) Research badge systems; develop options and a timeline (NVAE); 2) Identify different levels of achievement within each badge (i.e., within Work Readiness level, High School level, NVAE level, and NVC level);3) Develop a professional development plan for implementation;4) Begin professional development in use of badges;

Strategy #4

By June 2022 Napa Valley Adult Education Consortium will fully implement transition protocols. 1) Begin full implementation of transition protocols; 2) Evaluate effectiveness of transition protocols; 3) Begin to gather data to determine impact on enrollment at NVAE and NVC (for publication by June 2023).

Strategy #5

Napa Valley Adult Education Consortium will remove barriers to higher education, racial inequality, and workforce opportunities by providing: 1) High School Education (HSE); 2) Adult Basic Education (ABE); 3) English as a Second Language (ESL); 4) Citizenship preparation; 5) Career Technical Education (CTE); 6) Distance learning opportunities as needed; 7) Internships; 8) ASK-12 program; 9) Adults with Disability programs and support; 10) Expand non-credit classes in the seven categories (from the Chancellor's Office) at NVC.

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

Begin implementation of Community Pro Suite/PAIRIN to increase transition from NVAE to NVC and Workforce programs.

Strategy #2

Transition Specialist to oversee the training and implementation of transition protocols including evaluating effectiveness and gathering long-term data.

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) Support introduction of CPS with counselors from NVAE to NVC; 3) Offer "career fairs" that highlight employment and post-secondary education opportunities for each of the eight identified industry sectors.

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

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

Strategy #2

1) Continue 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 as aligned with course syllabi at NVAE (to be funded by NVAE).

Strategy #3

Continue support for adults with disabilities through Napa Valley Support Services by providing counseling, supplies, and/or instructional materials (NVC)

Professional Development

New Strategies

Strategy #1

NVAE will partner with NVC to offer: 1) Co-training for counselor(s) on pathway programs (Goal 1); 2) Common training and coaching on the use of CPS (Goal 2); 3) Implementation training on specific transition protocols (Goal 4) across the consortium, especially with counselors; 4) Coaching as needed in the use of Learning Upgrade ESL app (Transition Specialist).

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 (CCAIE) Bay Section/State Conferences (May 5-7, 2022) - virtual or in-person; 4) CATESOL Annual Conference (Dates TBD); 5) JSPAC Virtual Conference (Nov. 30 - Dec. 2, 2021); 6) CAEP Virtual Summit (October 7-8, 2021); 7) CASAS Summer Institute (June 14-16, 2022).

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 CPS job plan software.

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 and Career Fairs in partnership with Transition Specialist.

Strategy #4

1) Build on the existing partnership between NVC, Napa Valley Support Services (NVSS), and Napa Valley Products Services and Industries (PSI) to provide services for adults with disabilities; 2) Provide regular non-credit work experience classes each semester to students served through NVSS and PSI; 3) 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 2021-22 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 (SHUSD and CJUSD), 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 ESL programs up-valley (SHUSD and CJUSD), and in American Canyon, providing CTE offerings and sustaining current programs in citizenship preparation for immigrant and 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 CPS/PAIRIN - a job planning tool. 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 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 transition specialist, transition activities, 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 (TIPS), Workforce Alliance of the North Bay, and Career Point Napa.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

For the funded members with carryover from 20-21 (NVAE and NVC): 1) Napa Valley Adult Education: Carry-over funds are on-track to be used s part of the normal operations, implementation of CPS/PAIRIN per planning herein. 2) Napa Valley College: Carry-over funds will be applied to upgrading materials and resources and expanding non-credit offerings.

Certification

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08/13/2021 04:40 PM PDT

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08/13/2021 03:28 PM PDT

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08/16/2021 07:46 AM PDT

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08/15/2021 12:29 PM PDT



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