CALIFORNIA
ADULT EDUCATION

Section 1: Consortium Information

Napa Valley Adult Education Consortium

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Table of Contents

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Assembly Bills 86 (2013-14) and 104 (2015-16) established and expanded the Adult Education Program that provides funding for regional consortia to address the needs of at-risk adult learners to enable them to acquire the education, certification and skills needed to enter the workforce.

The Napa Valley Adult Education Consortium (NVAEC) is comprised of four agencies: Napa Valley Unified School District/Napa Valley Adult Education, Napa Valley College, Napa County Office of Education, and Calistoga Joint Unified School District. NVAEC member agencies collaborate to provide adults in our community with services and course offerings in the following areas: 1) elementary and basic skills (including Adult Secondary Education high school diploma and/or High School Equivalency (HSE) exam preparation); 2) classes for immigrants (English as a Second Language [ESL], citizenship and workforce preparation); 3) adult entry/re-entry into the workforce; 4) programs for adults to assist elementary/secondary students to succeed academically; 5) programs for adults with disabilities; 6) short-term Career Technical Education (CTE) programs with high employment potential; and 7) programs for pre-apprenticeship training.

The vision of NVAEC 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**. NVAEC's ultimate goal is to help adults in the Napa Valley region acquire academic and job skills to improve their employment opportunities and achieve career goals.

Through our members, workforce development and human services partners, NVAEC seeks to contribute to the overall economic health of the Napa Valley region by connecting adults to educational programs that empower them to overcome past challenges, gain in-demand skills, and increase their earning capacity.

In developing this plan, NVAEC members completed the Pre-Assessment Planning survey. Overall, members feel there are adequate partners in the community to meet the needs of our current adult learners based on capacity indicators. Napa County is fortunate to have a number of nonprofits (over 700) who contribute to the health, social and educational needs of its adult learners and immigrant populations. However, connections between members can be improved. Recommendations include developing a series of countywide robust pathways aligning NVAE, NVC, and consortium agencies, as well as implementing a job-plan protocol for students. Entry, progress, transition and completion for adult learners will be improved as a result of pathway development, job plan and alignment efforts along with agreements on transition protocols. In addition, a process to acknowledge student progress and success via a "badging" system will motivate students to continue their journey towards certification or degree attainment that will be relevant to 21st Century career demands. The 21st Century Skills Digital Badging project is a collaboration between the Foundation for California Community Colleges and the New World of Work initiative, and is aligned with the *Doing What Matters for Jobs and the Economy* framework, that works to establish California Community Colleges as essential catalysts for expanding the state's workforce and closing the skills gap. The badges are based on employer-driven essential **21st Century Employability Skills** identified by **New World of Work**: adaptability, analysis/solution mindset; collaboration; communication; digital fluency; entrepreneurial

mindset; empathy; resilience; self-awareness; and social/diversity awareness. (Source: Foundation for California Community Colleges)

In addition to completing the Pre-Assessment Planning survey, NVAEC members met with the Workforce Alliance of the North Bay to review job and career data for the current market and projected decade. Hospitality, Health Care, Tourism, Construction, Bio-Tech/Life Sciences and Tech Industry fields were identified as "priority industry sectors" for our region. Finally, NVAEC members met with community partners representing health, social services, job/career placement and education industries to provide input to the needs of both our adult learners and the employers in the area.

Napa Valley adult learners funded through CAEP are largely adults between 20-40 years old, unemployed, underemployed or employed in multiple jobs, with demands of family, children and outside jobs that impact their time availability. Many are learning English as a second language, living at or near the poverty level, with transportation and childcare challenges. Many lack basic education skills, a high school diploma or equivalent. All are seeking to move to better paying career options through education, although navigating the educational maze can be challenging and intimidating. Transitioning from one level to the next can be a difficult hurdle for many.

Our overarching goal is to actualize our vision: *increase the number of adults* who are *literate and skilled* so they are able to *complete CTE certification* or *acquire AA/AS/AA-T/AS-T degrees* and *enter higher paying careers* or continue to *four-year colleges or universities*.

As a result of the pre-assessment, community meetings, and analysis of resources including staffing and budgets, NVAEC members identified five goals for the next three years:

Goal 1: Create and fully develop **six countywide pathways** with multiple entry and exit points, integrating and aligning services of consortium partners and agencies.

Goal 2: Explore and implement a **job plan** based on comprehensive pathways to assist all students and clients.

Goal 3: To increase completion rate, develop a continuum to identify progress/successes: **badges, certifications,** and/or **degree** programs using New World of Work Skills.

Goal 4: 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.

2.2 Pre-Planning Assessment

A comprehensive self-assessment provided the current status of the NVAEC consortium for developing the three-year plan. Additionally, two partner meetings were held in spring 2019 with community stakeholders providing input into critical components of the plan.

Quality Indicator #1: Capacity: Overall, NVAEC maintains effective collaborative processes for planning, implementation and accountability. Part-time staff includes a program manager who serves as liaison between partners and oversees overall consortium management/coordination. An eight-member Board of Trustees meets quarterly to provide guidance, approve budgets/plans and receive input from members and guests. A Management Team consists of one representative each from NVAE, NVC and NCOE and meets twice monthly with the program manager.

The NVAEC has documented processes and procedures for facilitating collaboration and coordination including bylaws, agendas and minutes of monthly management team meetings, a website (https://nvaec.org), calendared governance meetings, and electronic updates between meetings. Leaders at partner agencies have the knowledge, skills and abilities to meet the goals and objectives of the California Adult Education Program (CAEP). Resource allocations for agency leadership positions reflect the community needs and program size.

All agencies participate fully in consortium activities. Partners have staffing models to support agency-wide coordination and collaboration, although the shared counselor position has provided more direct support to NVAE with limited access to NVC. Agencies also have access to a sufficient number of classrooms and other learning spaces appropriate for adult learners including both main and satellite campuses. Some program/staff members receive training on the consortium and Adult Education Program (AEP) policies mainly through regional meetings and TAP webinars with critical information shared through the program manager to member representatives and contacts. The webinars, councils, conferences, CCAE meetings, etc. are aligned to ensure that the skills of staff meet the consortium's mission and goals.

Quality Indicator #2: Connection: There is some alignment between consortia members to engage prospective students from communities of high need to provide services with annual recruitment plans, outreach and some use of labor market data, although this is an area that can be improved through additional developed pathways and procedures. NVC has highly developed program maps and pathway opportunities that NVAE needs to and intends to address and align with similar program maps.

Quality Indicator #3: Entry: Curricula are organized around some common standards for program areas, college and career readiness while instructional practices incorporate some of the skills and knowledge learners need to transition successfully to postsecondary education, training and the workforce. However, transition can also be a challenge for students coming from the smaller adult education program to the larger NVC campus. There is some differentiated orientation for first-time students - particularly English learners - at both NVAE and NVC. The community provides additional counseling, social and academic supports through organizations including COPE, North Bay Workforce Alliance, Clinic Ole, Salvation Army, etc., although not enough students have access to high-quality educational and career counseling services. While counselors and advisors have some knowledge of programs and services offered by the consortium, and are somewhat comfortable referring students to programs or agencies outside their home campuses, counseling and advisor referral is an area identified for needed improvement.

Although consortium members use some multiple measures to inform placement, education and career planning, classroom instruction and continuous improvement activities, there is a need for more consistency among providers regarding assessment, placement and use of individual learning plans. Some students develop individualized educational plans (IEPs) to track progress through programs; however, plans should be developed early in the educational experience and updated more regularly based on student goals, assessment and learner outcomes. Some programs provide integrated career planning that is captured as part of student's IEPs; however, such plans are not easily shared across agencies to drive academic and career planning, nor is career planning necessarily integrated throughout students' educational experience. Although some programs informally assess student needs and make referrals to partners for services (such as COPE, Clinic Ole, etc.), students are not yet provided the full range of student services to support their ability to successfully complete programs, including financial assistance, housing, access to food/nutrition, adequate child care, books and materials and physical/mental health services. Advisors and staff coordinate academic and non-academic supports to students, though procedures are not formalized nor are early alert systems integrated into programs that might prompt action by advisors/counselors/staff with highly coordinated academic and non-academic support for students.

Quality Indicator #4: Progress: Some alignment has occurred among consortium members to allow students to accelerate progress via courses that are geared toward academic, career and community goals - most specifically in the Certified Nursing Assistant Program. Curricula has been updated based on current learning theory and promising practices; however, well-articulated instructional goals of reasonable scope and sequence are lacking. The Certified Nursing Assistant Program is monitored for successful alignment and articulation. With improved pathway alignment between partners, members will be able to actively track performance using data collection procedures and agreed upon measures of skills attainment.

Establishing robust integrated education and training programs is a need. Some concurrent enrollment is available, but few students participate. Contextualized ESL and basic skills IET courses are provided, but these courses could be expanded to include more workforce training and workforce preparation activities. Members have respective processes for tracking student support needs and may act on data to ensure student success; however, shared tools and procedures for collecting, counseling, transition, and support services data need to be established in order to provide coordinated referrals to members/partners.

Quality Indicator #5: Completion/Transition: The ability of the consortium members to facilitate timely program completion and successful transition into postsecondary education, training and/or employment is limited. Members provide some case managed transition support, although processes are not uniform nor aligned across agencies. Shared systems and procedures to support the transition process (including alignment of standards, warm hand-offs, case/referral management and tracking) are missing. The Certified Nursing Assistant Program has an informal articulation agreement; more need to be developed to enable easy transition into postsecondary training. To date, the consortium has not set performance targets and occasionally looks at student achievement, although not in a coordinated manner. Both agencies need to actively collaborate to set and track performance targets and student achievement.

Partnerships with local workforce and community service providers need to be integrated into programs of study. There are some formal agreements with regional providers to provide support services in a select number of programs, (e.g., TIPs, Workforce Alliance of the North Bay) but service-learning, job shadowing, mentoring, internships, apprenticeships and/or other work-based learning opportunities and/or services to students that aid in the development of employability skills is an area for improvement.

Programs currently do not conduct continuous improvement planning in conjunction with all regional adult education stakeholders. Relatively little formal evaluation of program effectiveness is conducted, nor does the consortium conduct meaningful continuous improvement planning. Members are just beginning to share LaunchBoard data as it becomes available and time has been built into Board meetings for regular reports and updates. A goal is to regularly assess program effectiveness supporting student achievement using data from AEP accountability systems (LaunchBoard, CASAS, TOPSPro, etc.) and additional local measures of effectiveness (industry recognized credentials, AEP completion measures such as high school diplomas/equivalency). Community partners, staff, faculty, students and other stakeholders need to be regularly involved and engaged in continuous improvement planning and evaluating program effectiveness and design.

The Workforce Alliance of the North Bay met with the NVAEC management team at the end of 2018 and shared data on "priority industry sectors" applicable to six North Bay county regions relative to the following criteria: 2018 job demands, 10-year projected change, 10-year percent change and a location quotient. Based on these criteria, the priority industry sectors for our region include: 1) Hospitality/Tourism: including accommodations (lodging), food services, the arts, entertainment and recreation; 2) Health Care: including health care services, social assistance and hospitals; 3) Manufacturing: all manufacturing industries including food and beverage processing; 4) Construction: carpentry, electricity, plumbing, trades, etc. (especially in the aftermath of the 2017 Wine Country Fires); 5) Biotech/Life Sciences: including manufacturing, professional scientific, and technology services; and 6) Tech Industry - because there is relatively small employment in our region vs. other regions, most of the tech industry sector is included in manufacturing.

Input from the community partner planning meetings held on 3/1/19 and 4/5/19 is included in Table 1 and Table 2, and in sections 2.3 and 2.4.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Napa Valley Adult Education	Education	1600 Lincoln, 94558	☒	☒	☒	☒	☐	☐	☒	☒	
Napa Valley College	Education	2277 N/V Hwy 94558	☒	☒	☒	☒	☒	☒	☒	☐	
Napa County Office of Education	Education	2121 Imola 94558	☐	☐	☐	☐	☐	☐	☐	☐	Interest in online adult literacy
Career Point Napa	Work Force Dev.	2751 Napa Valley Corporate Drive A106	☐	☒	☒	☒	☒	☒	☒	☒	Referrals
Cope Family Center	Family Resources	707 Randolph 94559	☐	☐	☐	☐	☐	☐	☐	☒	Parent Ed & Support Services
Napa County Library	Literacy - Edu.	580 Coombs	☒	☒	☒	☐	☐	☐	☐	☒	homework help, test prep, etc.
On the Move	Family Resources	Phillips, Shearer, McPherson Family Resource Centers	☐	☒	☒	☐	☐	☐	☐	☐	
The Salvation Army	Work Force Dev.	590 Franklin St.	☐	☐	☐	☒	☐	☒	☐	☐	
DSH - Napa State Hospital	Education	21100 Napa-Vallejo Hwy	☒	☒	☒	☒	☒	☐	☐	☐	
Upvalley Family Centers	Resources & Ed	1500 Spring, St. Helena	☒	☐	☒	☐	☐	☐	☐	☒	Spanish literacy, citizenship
Calistoga Joint Union School Dist.	Education	1520 Lake, Calistoga	☐	☒	☒	☐	☐	☐	☐	☐	Classroom space for adult classes
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	$2,914,150	$2,914,150	$2,914,150
CalWORKs	$0	$0	$0
CCD Apportionment	$0	$0	$0
Corrections	$0	$0	$0
LCFF / District Funds	$0	$0	$0
Perkins V	$0	$0	$0
WIOA II	$0	$0	$0
Other			
NVAE Apprenticeship- State	$97,943	$100,558	$103,474
NVAE WIOA Section 225 ABE, ELA, EL Civics/ASE	$1,100	$1,100	$1,100
NVEA WIOA Section 231 ABE/ASE/EL Civics	$186,272	$186,272	$186,272
NVEA WIOA Section 243 IELCE	$80,997	$80,997	$80,997
Work Place Training - Local	$25,000	$25,000	$25,000
Total	**$2,943,733**	**$3,034,665**	**$3,098,823**

2.3 Community Need and Customers

To gather input for Section 2.3 about our community need and customers, stakeholders were asked to respond to ten questions.

2.3.1 Who are typical adult education students?

While the students at Napa Valley College (NVC) and Napa Valley Adult Education (NVAE) are as diverse as the population of the valley itself, they do share many characteristics. Adults in our community targeted under AB86/AB104's seven program focus areas are generally at-risk adult learners, often dealing with multiple income, health, language, or family challenges. Typical students are characterized by limited prior academic success, low skills, and economic challenges. They are often under-employed, or working multiple lower-paying jobs and frequently encounter transportation and child care needs. Some may be disabled, in recovery or have substance abuse problems. Many are single parents (primarily female) with limited literacy in their first language (typically, Spanish), and may have high Adverse Childhood Experiences (ACE). A small number have been previously incarcerated in county jail.

Data from 2017-18 (Source: LaunchBoard) indicate that students at **Napa Valley Adult Education** (NVAE) are 61% female and on average 18-34 years old. 79% are Latino while 21% are white/other minorities. Their goals are to earn a high school diploma/GED/HSE or CTE certification in order to pursue a better paying job or higher education. Of the 2,112 NVAE students enrolled in 17-18, 1,321 (63%) completed 12+ hours of instruction. Of those completing 12+ hours of instruction, 60% (796) were enrolled in English as a Second Language, 3% (35) in Adult Basic Education, 22% (296) in Adult Secondary Education, and 28% (376) in Career Technical Education. 1% (17) were Adults with Disabilities, 8% (101) participated as Adults in Training to Support Children's Academic Success, 17% (231) in Workforce Entry and Re-entry, and 5% (71) participated in Apprenticeship Programs. 402 students "improved one or more educational functioning levels," 473 completed a "workforce preparation milestone," 79 achieved a high school diploma/GED/HSE while 127 completed a post-secondary credential.

Napa Valley College (NVC) serves students in both credit and non-credit classes with educational goals of transferring to a four-year college, obtaining an AA/AS/AA-T/AS-T community college degree, career development or certificate. 725 adults enrolled in programs that use AEP resources in 2017-18 (Source: LaunchBoard), with 565 (78%) completing 12+ hours of instruction. Of those students completing 12+ hours of instruction, 21% (120) were enrolled in English as a Second Language classes, 6% (33) participated in Career Technical Education, 294 (52%) participated Programs for Adults with Disabilities, and 5% (30) participated in Workforce Entry/Re-entry for Specific Populations. Many NVC students are low income, first-generation enrollees, working at either part- time or full-time jobs. Balancing parenting, school and work makes the life of community college students a challenge. Those who lack the basic skills required to succeed in college courses face an even steeper uphill climb: more lower-level courses to complete before obtaining the skills necessary to succeed in transferable courses, adding longer time, and greater financial expense to reach their goals. Students face multiple challenges to complete their education and are the most at risk for dropping out to deal with financial, family, transportation, disability, academic probation, and/or dismissal issues.

2.3.2 Where do our adult education students live?

Napa County comprises 789 square miles spanning Calistoga, Angwin, Pope Valley, St. Helena, Rutherford and Yountville in the north, the city of Napa and Lake Berryessa in the central and eastern regions and American

Canyon to the south. Most adult learners in our region come from Napa county; however, Napa's southern end borders Solano county, with many students joining us from the Vallejo/Solano areas. Students live in apartments, single family homes, multi-shared housing, mobile homes, as well as a small population that is homeless or incarcerated at Napa State Hospital or Napa County Jail.

2.3.3 What characteristics define our students in the programs we offer?

Many of the students who attend NVAE and NVC are underemployed or work multiple jobs that require flexibility in their academic schedules. Most are learning English as a second language including "Heritage Spanish Speakers" (native-Spanish speakers who grew up in the United States and may or may not be citizens). Some fall under the Deferred Action for Childhood Arrivals (DACA) immigration policy, are undocumented, or lack the appropriate documentation due to expiration.

While nearly all students have cell phones, many are not smart phone and are unable to access the internet. Some students lack high speed internet in their home/living quarters to access distance learning. Many students are single parents (female) or young families that require childcare who feel the pressure that comes with expectations to help their extended families with living expenses. Those without strong family networks feel isolated and lack social connections. Many need the skills of a basic education and a high school diploma. A few have college/post-graduate degrees from foreign countries (e.g., South America, Mexico, Brazil), but need to learn English to acquire local certificates for employment. Finally, some students are dealing with different phases of drug and alcohol issues either in recovery, needing recovery (not enough space in programs), or not yet in recovery.

Transportation is often a need given the location of the two main campuses - NVAE in central Napa with NVC in the southern part of the county. Napa Valley VINE operates local bus service in Napa, along with an intercity route along State Route 29 between Vallejo (Solano County) and Calistoga. Limited service runs from Calistoga to Santa Rosa (Sonoma County). Although VINE has stops at both NVAE and NVC, the bus routes from Calistoga and St. Helena take a long time, and the demographics of the population we serve make this a difficult option.

2.3.4 What characteristics define the regional community?

Napa Valley is considered one of the premiere vinicultural areas in the world with over four hundred wineries. Its world class restaurants, wineries, resorts, and spas attract over five million visitors annually. Agriculture and hospitality are huge industries that employ a large immigrant population. This also contributes to social and economic gaps as the cost of living is high despite its status as a rural farming community. An immigrant population brings health, language, and educational needs. Two years ago, wildfires and a serious earthquake impacted many areas in the county; as a result, some people with service jobs (such as landscaping, painting, maintenance, pool service) lost income.

The population of Napa County is approximately 140,900 with nearly 70,000 employed in Agriculture, Forestry, Fishing, Hunting; Management of Companies & Enterprises; and Accommodation & Food Service, which employ respectively 4.83; 1.96; and 1.46 times more people than what would be expected in a location of this size. The largest industries in Napa County are Healthcare & Social Assistance (9,507), Manufacturing (8,330), and Accommodation & Food Service (7,633), and the highest paying industries are Management of Companies & Enterprises ($152,266), Utilities ($78,750), and Finance & Insurance ($52,887). (Source: 2016: Data USA: Napa, CA)

As the cost of living increases and the availability of housing decreased due to the recent fires, the middle class is becoming more limited and challenging to maintain - and those living in poverty have been described as "invisible" with minimum entry level wages. The K-12 public school system has seen a decline in enrollment that has implications for the number of jobs that are available in education. Over 700 nonprofits in the valley compete for limited funds. Coordination of resources and services to meet the personal and regional needs of our community are critical to sustain an employable workforce and thriving community.

2.3.5 Do we have a properly skilled workforce? How can we attract students to meet the needs of the regional community?

In areas of high demand such as construction, higher end hospitality (e.g., spas, restaurants), the employment pool is shallow. Gaps in training speak to a strong need to articulate, align, and continue to grow pathway programs so students can move out of English as a Second Language (ESL) classes and into certification programs that will fill the gaps.

Marketing and outreach need to be targeted and robust to ensure that adults who desire training understand the enrollment process and the pathway to certification and better employment opportunities. Use of common job planning will benefit adults seeking employment and skills development. While community partners such as Workforce Alliance of the North Bay, Career Point and TIPs provide training and employment outreach, their opportunities need to become more closely integrated with NVAE and NVC counseling services.

2.3.6 What industries is the region home to?

Six main industries employ over 55% of the workforce: Healthcare and Social Assistance (13.6%), Accommodations and Food Service (10.9%), Retail Trade (10.2%), Educational Services (8%), Agriculture (wine)/Forestry (6.4%), and Construction (5.9%) (Source: DataUSA: Napa County 2016). Additional informal needs in the valley include childcare, yard/landscape and housekeeping.

2.3.7 What kinds of skills are employers looking for in their employees?

Partners' input reflected the essential 21st century employability skills identified by the **New World of Work**: adaptability (willingness to learn), problem solving mindset, collaboration (teamwork), communication, digital fluency, entrepreneurial mindset, empathy, resiliency, self-awareness and social/diversity/awareness ("cultural competency" and willingness to accept others). Community partners listed other "soft skills" including critical thinking, persistence, reliability, conflict resolution, people skills (emotional intelligence), availability, creativity, and time management.

Technical skills identified as essential include physical ability to perform tasks, technology savvy, managerial capacity and literacy skills in both written and oral language.

2.3.8 What kinds of credentials do employers value in our region?

Basic computer skills in word processing, data management, use of digital collaboration tools (such as Google docs) were listed as important for employability in Napa. Most employers of better paying positions require a high school diploma at minimum with college degrees for managerial positions. Certification - if *consistent, standardized, and established* - is meaningful to employers (e.g., forklift certification, guard card, CPR, 3-P, Save-serve, etc.) Basic driver's license and/or other regulated licenses as required by the state (especially for

undocumented workers) are critical. Above all, language competency, especially bilingualism and biliteracy, is highly valued and employable.

2.3.9 How can we improve on programs and services to meet the needs and goals of students and area employers?

Input from community stakeholders comprised four main categories for improving programs and services to meet the needs and goals of students and area employers: **1) Job Planning/Communication; 2) Career Pathways and Programs of Study; 3) Training and Services; and 4) Accountability.** (Source: Bay Area Adult Education Consortia: 2017)

1) **Job Planning/Communication: A Crucial Component of AEP Implementation -** Information could be improved by providing a **single resource** for sharing information and job planning with multiple agencies throughout the community. With a single resource, stakeholders could access student information including prior academic experience, social and medical needs and link students to appropriate services available in the community. In order to fully measure an adult education program's performance, an agency needs to know the extent of the program's services, how those services meet the needs of adult learners, and how the outcomes compare to other adult education agencies. To do so accurately and with ease requires that adult education agencies within a consortium have the capability to align and integrate data sets.

    The creation of the Napa Valley Adult Education Consortium (NVAEC) provided a venue for increased collaboration, accountability, and partnership, that should result in a fuller landscape of adult education services, targeted resources, and appropriate linkages for adult learners. Effective partnering among stakeholders will increases NVAEC's ability to plan and coordinate adult education delivery. NVAEC Consortium aspires to link and share data because making data-driven investments will ensure that our members can 1) access the information needed to most effectively meet individual level student needs; 2) share the continuous education history of mutual learners; and 3) leverage one another's strengths to pursue regional program alignment and shared strategic initiatives.

    Data linking will enable NVAEC to accurately measure student outcomes, determine program effectiveness, and identify the barriers and facilitators that adult learners encounter. Moreover, sharing data among the adult education agencies in Napa County will help providers and agencies target programs and services to adult learners who move between agencies within their region and coordinate efforts to connect adult learners to employment and continuing education opportunities.

    An integrated system for job planning would allow adult education providers to share data on learners' education needs and outcomes, would enhance NVAEC's responsiveness to AEP data and accountability requirements, would allow agencies to compare performance and engage in continuous improvement efforts, and would enable consortia members to more effectively use data to identify and address common challenges. Most importantly, data sharing would bolster adult education providers' capacity to understand and serve the academic and career needs of adult learners.

2) **Career Pathways and Programs of Study** Across the country, education and workforce development systems are responding to increasing employer demands for academic, employability, and technical skills in their employees. As postsecondary credentials have become the key to a middle-class standard of living, there is

increasing pressure to build Career Pathways systems that will help students more efficiently attain the education, skills, and postsecondary credentials necessary for high-demand, family supporting careers.

Aligning secondary and postsecondary CTE programs so young people can move efficiently to and through postsecondary education and training to credential attainment happens through a program of study. Programs of Study (POS) are comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success that includes the following features: incorporates and aligns secondary and postsecondary education elements; includes academic and CTE content in a coordinated, non-duplicative progression of courses; offers the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and leads to postsecondary certificates, industry-recognized credentials, or Associate's or Baccalaureate degrees.

In an effort to further encourage the development of rigorous POS and help CTE systems create more structured pathways to postsecondary education and careers in high-demand occupations, **six key elements** have been identified by the U.S. Department of Education. (Source: U.S. Department of Education: 2015). Their recommendations are included here for reference with annotations that apply specifically to our consortium.

A) **Build Cross-System Partnerships**: Cross-system partnerships and alignment of multiple programs are required for aligned Career Pathways systems, so that resulting education and training systems are capable of preparing a wide range of students, jobseekers, and workers for family-supporting careers in high-demand industries and occupations. Partnerships should include: education providers (K-12, CTE, Adult, and Postsecondary Education); regional workforce and economic development systems; human services providers; industry stakeholders (including employers and labor); community-based organizations (CBOs); and others as appropriate. Partners should identify and agree upon a common vision, mission, and goals for aligned Career Pathways systems. (Note: NVC has already developed well-defined pathways towards which NVAE will align courses over the next three years.)

B) **Engage Employers/Identify Key Industry Sectors:** Employer engagement is essential to developing and implementing aligned Career Pathways systems. Employers are critical to identifying: in-demand industries and occupations, competencies and credentials required for those industries and occupations, and how students are deemed proficient in industry-recognized competencies and credentials. Employers must be actively engaged in designing and developing aligned Career Pathways systems and individual occupational pathways and programs. (Note: The Workforce Alliance and our community meetings held on 3/1/19 and 4/5/19 helped identify high priority career sector opportunities and needs)

C) **Ensure Programs Are Designed to Achieve System Goals:** Aligned Career Pathways systems should: be flexible, non-duplicative, and structured to meet the skill needs of students and employers, with each educational level carefully articulated to the next; align curricula with rigorous college and career readiness standards for secondary students and with the competencies and credentials required by industry employers for occupations in demand; have multiple on- and off-ramps that align to stackable credentials and jobs, so students can enter and reenter into training and exit into jobs, according to their skills and credential attainment; provide opportunities for acceleration; be contextualized and use hands-on curricula and instructional strategies that impart work-readiness and

occupational competencies; offer work-based learning opportunities; and provide academic and career counseling and wraparound support to encourage persistence and completion.

D) **Pursue Needed Funding, Sustainability and Scale:** Pursuing public and private funding is critical to developing, implementing, sustaining, and scaling Career Pathways systems. In addition to using traditional funding (e.g., public funding for education, training, and workforce development), it is critical that stakeholders become adept at braiding public and private funding so that resources are leveraged and used more flexibly. Stakeholders should also look for alternative financing mechanisms to support effective Career Pathways strategies, initiatives and systems. (Note: Pathway development will be supported by Adult Ed Program funds assigned to NVAE.)

E) **Identify and Pursue Needed Policy Changes:** Statutory, administrative, and institutional changes may be required to develop, implement, and scale aligned Career Pathways systems. All system partners need to be involved in identifying and pursuing policies necessary for developing aligned Career Pathways systems. (Note: NVAEC does not anticipate any additional policy changes at this time.)

F) **Identify and Implement Cross-System Data and Accountability Systems:** To measure the impact of aligned Career Pathways systems, system partners must find ways to collect data and measure performance across all participating programs, longitudinally. Cross-system performance metrics, including measures of participants' progress and outcomes, are necessary for continuous system improvement, course correction, and to determine the success of the entire system. Cross-system data collection and performance measurement requires structures and strategies for gathering and sharing quantitative and qualitative data across agencies and partners. (Note: LaunchBoard, California's AEP accountability system, and data collected in CASAS/TOPSPro are already in place for this purpose of accountability.)

3) **Training and Services** Due to location of the two main campuses and transportation challenges of our adult learners relative to where they live, training and services need to be provided countywide (e.g., Berryessa, Upvalley, American Canyon) through expanded offerings in multiple locations when feasible and possible. In addition to the upvalley campus of Napa Valley College and south country programs in American Canyon, services and programs can be offered using facilities at district schools that are located near or in all communities within Napa County. Programs, such as ESL, can also be offered at labor camps where workers are concentrated and transportation would not be a barrier to access. A second option is online programs or distance learning for more remote areas such as Howell Mountain.

Multi-language services are a high demand need. Translation and bilingual/biliterate counseling and support is needed countywide, largely in Spanish and Tagalog (in American Canyon). Finally, increased counseling services would provide adult learners more individual guidance to system management and program access than is currently available.

4) **Accountability** Community partners recommended a survey with employers and students on programs, services and quality. Additional accountability requirements for student outcomes also would be part of the single resource for data sharing (**see #1 Job Planning/Communication)**.

2.3.10 What are some of the barriers that prevent our students from enrolling or completing courses or certification?

Participants identified two categories of barriers: "**student issues**" and "**organizational issues**."

Student issues include confusion among learners about how to navigate the adult school and community college systems. Not knowing what to do, whom to see or how to achieve goals can create an "emotional" barrier. Counseling and orientation help demystify the system, but a more personal approach such as instructors and professors visiting and directly addressing potential adult school or college enrollees, or guided field trips, would enhance feelings of confidence and comfort within the system. Childcare is a need and potential barrier to opportunity if not provided for families. Working multiple jobs can lead to fatigue and drop out if flexibility and additional student support (such as tutoring, online access to assignments, a variety of options for class requirements, etc.) are not provided. Transportation challenges students especially if classes are not conveniently located where students live (e.g., having to travel from upvalley to NVAE).

One of the greatest barriers for our populations is lack of literacy in English and home language coupled with incomplete or interrupted prior educational experiences that can lead to a lack of basic foundational skills and reduced levels of confidence or self-esteem. Other challenges cited include length of time of programs, minimal options on weekends or evenings, learning disabilities, and lack of family support which can impact motivation and persistence.

Organizational issues noted were a need to increase counseling services, especially bilingual counseling services, and a lack of full-time teachers on the staff at NVAE.

2.4 Identifying Goals and Strategies

In addition to the analysis provided in Section 2.2 (Pre-Planning Assessment) and in Section 2.3 (Community Needs and Customers) that identified our adult learners as well as regional needs and gaps, two more questions were considered prior to developing our goals and strategies:

2.4.1 How might members strategize programs to eliminate duplication, maximize program potential, and ensure access for all adults needing services in the region?

In order to eliminate duplication, maximize program potential, and ensure access for all adults needing services in the region, agency partners should: 1) share an integrated common job planning system for referral, assessment, intake and tracking that is outcome related. This will help identify and address barriers to success, connect adult learners with community resources with the possibility that services and programs can be more closely aligned or co-located. It was recommended that different community agencies be invited to board meetings to present information about their programs (as has been done this year with the Workforce Alliance and Upvalley Family Resource Center); and, 2) that member agencies collaborate on curriculum, qualifications, expectations, and outcomes. This will happen as part of pathway development, with attention to transferability of coursework or training with a soft "handoff or tradeoff" from counselor to counselor.

Additionally, adult learners need more one-on-one support understanding how to navigate the educational system. Clear guided pathways will provide clarity for students on their journey to certification or degree. As much as possible, internships and job shadowing need to be included as part of workforce readiness training to contextualize learning.

Finally, to maximize program potential, services upvalley (Calistoga and St. Helena), in American Canyon, and in other rural communities should be expanded. Programs should be developed for underperforming students with options for dual enrollment with existing programs such as directed studies. Student pathway planning needs to extend to high schools at all high schools (comprehensive and continuation) countywide. Workforce partners should be invited to attend college fairs to expose to career opportunities. As much as possible, dynamic internet technology should be harnessed and developed so software, such as online English Literacy or vocational training videos, can be used to address transportation or location challenges.

2.4.2 How could members ensure that adults transition seamlessly across programs, service providers and into the workforce?

To ensure that adults transition seamlessly across programs, service providers and into the workforce it is critical to provide outreach, share services, and share information.

Outreach includes robust communication and educating people on rights as learners to have a free public education through high school and clarity through well-developed pathways. Information on programs and services provided by each agency (NVC/NCOE/NVAE) could be consolidated in a single source (e.g., website). Orientation to programs, job fairs, a symposium for program awareness are all opportunities for outreach.

Shared Transitions: A "Transition Specialist" position through the Napa County Office of Education has been

suggested to liaise between agencies, to support and guide adult learners with career planning and educational needs, and to advocate for services on behalf of students.

Sharing Information: As stated above, interagency communication and sharing job planning are essential to make transitions more seamless and streamline the referral process. Due to capacity in our region, multiple agencies are needed to provide services. A comprehensive assessment of all programs and services will identify redundancies of efforts and gaps, and a comprehensive outline of available services will be developed to maximize resources that are mapped.

As part of **pathway development,** the curriculum will be mapped so that opportunities and challenges can be addressed, each program's processes and regulations will be shared, and collaboration will be strengthened between consortium agencies.

THREE YEAR PLAN GOALS

Based on a thorough analysis of customer and regional needs, the following five goals will be implemented over the next three years:

Goal 1: Create and fully develop six countywide career/educational pathways with multiple entry and exit points, integrating and aligning the services of consortium partners and agencies.

Activities:
I.   Work with partners and agencies (NVAE, NCOE, HHS Career Point, etc.) to **develop six career/educational pathways** aligned to existing NVC pathways. (NVC currently has thirteen developed pathways leading to certification, an AA/AS degree, and/or an AA-T/AS -T degree. AA/AS degrees may transfer to a 4- year institution. AA-T/AS-T degree completers are guaranteed transfer to a CSU with junior status.)
II. Link Introductory classes at NVAE to classes at NVC. This will require NVAE to further develop existing or to create new introductory classes in: Health Careers; Hospitality; Education; Construction; Computer Applications & Business; and Viticulture & Small-Scale Farming.

    A.   Business and Technology Pathway
        1.   NVAE programs:
            a.   Business (existing class)
            b.   Entrepreneurship (potential for development)
            c.   Administrative Office Assistant (existing class)
        2.   NVC programs: Certiport Certification for each module of Microsoft Platform, including additional opportunities to certify for Entrepreneurship
            a.   Business & Entrepreneurship
                i.   Several Office Assistant and related certificates
                ii.   Certiport Certification potential for each Microsoft Platform, including additional opportunities for Entrepreneurship.
                iii.   Several degrees including AS, Business: Concentration in Accounting; AS, Business: Concentration in Computer Studies; AS, Business: Concentration in Business Administration; AS-T, Business Administration.

3. Align NVAE programs with Computer/Business Information Worker Certificate of Achievement (17.5 units); local certificates in Microsoft Office Software (10.5 units) and Marketing (9 units); align with Entrepreneurship pathway and two week 3-unit summer camps with Business 101 and 102; include Digital Design and Graphic Technology.

4. Identify on ramps for pathways in community programs to avoid duplication of services and to create system efficiencies. For example, the literacy program at the library, ESL Puertas Abiertas, and ESL Parent University (through On the Move and Queen of the Valley) offer important onramps to pathways.

B.   Education - Early Care and K-12 Pathway
   1. NVAE programs
       a.   Introduction to Child Care and Education (existing class)
   2. NVC programs
       a.   Child & Family Studies and Education
            i.   This program has several stackable certificates aligned with industry standard and Department of Education Teacher Credentialing and two degrees: AS, Child & Family Studies; and, AS, Early Childhood Education, each leading to varied career paths.
       b.   Lesbian, Gay, Bisexual, Transgender Studies
            i.   This program has a certificate and a newly approved degree: AS, LGBT Education.
            ii. There are non-credit certificates and a robust, not-for-credit program linked to industry needs.
       c.   Education
            i.   This program has an AS, Elementary Teacher Education.

C.   Manufacturing and Construction Pathway
   1. NVAE programs:
       a.   Introduction to Machine Tool Technology (potential for development)
       b.   Building and Construction Trades (existing class)
       c.   Welding Tool Technology (potential for development)
   2. NVC Programs:
       a.   Two main programs: Machine Tool Technology and Welding Technology. Each has stackable certificates and an AS degree.
       b.   Create cohorts for manufacturing programs supported by Workforce Alliance.
       c.   Align with NVAE prep support for students pursuing a low unit certificate (e.g., Assistant Welding Tech [9 units], Autocad Certification).
       d.   Adapt a certified pre-apprenticeship program with Workforce Alliance.

D.   Culinary and Hospitality Pathway
   1. NVAE programs:
       a.   Introduction to Hospitality (existing class)
       b.   Culinary Training Academy (existing class)
   2. NVC programs:
       a.   Noncredit Hospitality classes and certificate, includes 16-hour non-credit training in Food Safety with Servsafe Certificate, Responsible Beverage Service with Tips Certificate and additional

training in Customer Service and Hands-On Banquet Service. Pathway includes resume and interviewing skills.

b. Credit certificates aligned with industry need requests, and an AS-T, Hospitality Management.

c. Not-for-credit classes offered through our Small Business Development Center. This area could also link with Entrepreneurship at NVAE.

E. Health Careers Pathway

1. NVAE programs:
   a. Certified Nursing Assistant (CNA) (existing class)
   b. Introduction to Health Careers (existing class)
2. NVC programs:
   a. Align with NVC HEOC 90, Intro to Health Occupations (3 units) as non-credit, or articulated or dual enrollment course.
   b. CNA required by all NVC HEOC programs.
   c. HEOC 100, Basic Anatomy and Physiology, (3 units); and HEOC 101, Pharmacology, (3 units); HEOC 171, Medical Terminology (3 units) and HEOC 172, Basic Nutrition (3 units)
   d. Explore prerequisite pathway linkages and potential with NVAE.
3. If budget supports, provide NVAE staff member (with qualifications for community college instruction) to teach summer program for students exiting high school.

F. Viticulture & Small-Scale Farming Pathway

1. NVAE programs:
   a. Basic Agriculture and small-scale farming (potential for development)
2. NVC programs:
   a. Align NVC Viticulture, Science and Business and Entrepreneurship Curriculum.
   b. Viticulture & Winery Technology (VWT) program with certificates and degrees.
   c. Link Entrepreneurship certificates in Business program to NVAE niche farming.

III. Align foundational pathway courses and skills including English as a Second Language and completion of a high school diploma (HSD) or high school equivalency (HSE).
IV. Explore additional pathway options using current and future job forecast.
V. Produce pathways in print form and in an interactive web-based form with links to job titles, availability, and income.
VI. Integrate job prep, internships, job placement, etc. into pathways.

Goal 2: Consortium partners and agencies will develop and use a job plan based on comprehensive pathways to assist all students and clients.

Activities:
I. Research job plan options. Job plans must be customizable for respective partners and agencies, address privacy/FERPA issues, and be sustainable over multiple years.
II. Agency partners, including counselors, will help evaluate options and design the plans.
III. Common training will be provided on use of the plans.

IV.   Plans will be implemented with ongoing training and support.

V.   Use of the job plans will be evaluated regularly to address concerns, needs or improvements.

Goal 3: Develop "badges" to identify student levels of achievement using New World of Work skills

Activities:

I.   Develop options and a timeline.

II.   Identify different levels of achievement within each badge (e.g., within Work Readiness - could be High School level, NVAE level and NVC level).

III.   Teach "essential skills" along with technical skills.

IV.   Develop a NVAE "E-Brochure" with links to NVC "E-Brochure".

V.   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 and tour of NVC.

Goal 4: Develop specific transition protocols from NVAE to NVC and/or other agencies

Activities:

I.   Develop "transition" protocols no matter the pathway; (e.g., high school to NVAE or NVC; NVAE to NVC or 4-year school; NVC to 4-year school). Transition Specialist will assist in implementing these protocols.

II.   Develop schedule of campus tours to expose NVAE students to NVC pathway programs, establishing relationships and allowing students to see themselves in the program.

III.   Align student career plan with counselors from NVAE to NVC.

IV.   Increase counseling/advising staff at NVAE.

V.   Share partner level planning specifics across the consortium, especially with counselors.

VI.   Co-train on job plan, pathway programs, and transition protocols.

Goal 5: Provide Adult Secondary Education (ASE), Adult Basic Education (ABE), and English as a Second Language (ESL) programs. Grow Career Technical Education (CTE), Internship, Assist Elementary/Secondary Students to Succeed (ASK-12) and Adults with Disability programs

Activities:

I.   Expand brick and mortar and distance learning programs.

II.   Explore how best to accommodate transportation and child care needs (as funding allows).

III.   Provide additional support/tutoring/counseling for learning disabled.

    A.   Explore partnerships with agencies serving local adults with disabilities.

VII.   Expand programs for adults to Assist Elementary/Secondary Students to Succeed (ASK-12) from existing Pre-K parent support; parent support needs to be provided throughout the K-12 system, especially, focusing on grade level transition and math support in upper grades.

CALIFORNIA
ADULT EDUCATION

Logic Model

Goal Statement:

Increase the number of adult learners completing HSE or HSD, CTE certification, entering Napa Valley College or other community colleges, obtaining AA/AS/AA-T/AS-T degrees and entering the work force with 21st Century "New World of Work" skills.

Inputs Resources we HAVE or NEED	Inputs What we will DO using Resources	Outputs	Immediate (Short-Term) Outcomes Immediate – 1st Year	Intermediate Outcomes 1-3 Years	Long-Term Outcomes Impact 3-5 Years
In order to accomplish our set of activities we will need the following:	*In order to address our problem or asset we will accomplish the following activities:*	*We expect that once accomplished, these activities will produce the following evidence or service delivery:*	*We expect that if accomplished these activities will lead to the following changes in the next year:*	*We expect that if accomplished these activities will lead to the following changes in 1-3 years:*	*We expect that if accomplished these activities will lead to the following changes in 3-5 years:*
• Adequate Budget • Increased full time Adult School teachers and counselors including bilingual • Facilities and programs up valley and in south county • Shared interagency transition specialist position with NCOE, NVC and NVEA • Increased staffing (including bilingual) • Professional development for teachers & counselors • Outreach efforts	• Design six career/educational pathways linking NVAE to existing NVC pathways • Research and implement a robust interagency job plan • Develop 21st Century World of Work Skills badging system • Develop specific transition protocols between levels • Expand offerings of ESL, CTE, ASE up valley and in other locations	• 100% development and implementation of six career/educational pathways by June 2022 • Increase the percentage of students completing pathway targets from Year 2 to Year 3 by 10% • All partners and early adopting agencies will fully implement job plan process by June 2022 • Increase by 50% the number of students enrolled in AEP by June 2022 • Increase AEP students completing pre/post testing to 75% by June 2022	• Four of six pathways (75% complete) by June 2020 • Research, purchase, and develop implementation plan for job plan process by June 2020 • Research and plan badge system by June 2020 • Classes established up valley by fall 2019 • Increase enrollment at Napa Valley Adult School by 10% by June 2020 • Increase enrollment of AEP students at Napa Valley College by 10% over prior year by June 2020 • Interagency transition specialist hired by NCOE by fall 2019	• Six of six pathways (100%) completed by or before June 2022 • Training and full implementation of job plan process by or before June 2022 • Badging system: training by June 2021; full implementation by June 2022 • Napa Valley Adult School enrollment will meet target of 3,600 students by June 2022 • Increase enrollment in AEP programs at Napa Valley College by 20% over three years • Increase AEP students completing pre/post testing to 75% by June 2022	Increase the number of adult learners completing non-credit and credit pathways leading to: • HSE or HSD • Increased second language acquisition and citizenship • CTE certification • Entrance to NVC or other community colleges • AA/AS/AA-T/AS-T degrees • Entrance into the workforce

Assumptions		External Factors	
• Adult learners need clear pathways to envision educational and career success and meet goals. • Industry demands adult learners need technical as well as "soft skills" to be employable. • Acquiring skills in English as a second language is essential to enter and advance into higher paying careers. • Collaboration between consortium members and other agencies needs to be student-centered to increase outcomes. • Transition protocols and job plans contribute to increased percentage of adults completing HSE, HSD, AA/AS/AA-T/AS-T or CTE certification and entering workforce in higher paying positions. • Apprenticeships can be a valuable experience to enrich the pathway process and increase employability.		• Continued funding to support actions in 3-year plan. • Ongoing enrollment of adult learners in agency programs. • Adults acquiring skills in English will continue in career/educational programs leading to CTE certification or advanced degrees. • Availability of facilities in remote regions of Napa County for satellite programs to accommodate transportation challenges. • Continued economic viability of Napa Valley, changing job availability/demand, transportation issues and the cost of housing. • Ability to find qualified personnel to fill positions.	

Table 3. Progress Indicators

1. By June 2022, six comprehensive career/educational pathways will be developed/implemented by NVAE and aligned with currently existing pathways at NVC.
2. By June 2022, all partners and early adopting agencies will fully implement a job plan process.
3. By June 2022, "badges" to identify student levels of achievement (e.g., 21st Century New World of Work Skills) will be developed and implemented for all six career/educational pathways.
4. By June 2022, specific transition protocols from NVAE to NVC or other agencies will be developed and implemented. The percentage of consortium students completing High School Diploma/Equivalency, Advanced English as a Second Language classes, non-credit and credit pathways, entering into community college, CTE certification, or obtaining AA/AS/AA-T/AS-T degrees, will increase respectively by 10% year over year from 2019 to 2022. Specific metrics will be determined annually by consortium partners.
5. By June 2022, Adult Secondary Education (ASE), Adult Basic Education (ABE), English as a Second Language (ESL), and Career Technical Education (at NVAE) programs will expand by 10% enrollment year over year from 2019 to 2022, persistence rates will increase by 10% year over year. Apprenticeship, ASK-12 and Adults with Disability programs will be expanded as determined by the consortium members in the One Year Annual Plan.

2.5 Piloting and Implementation

Goal	Description	2019-20	2020-21	2021-22
1	Create and fully develop six countywide pathways with multiple entry and exit points, integrating and aligning the services of consortium partners and agencies.	1. Identify four pathways for development 2. Complete four of six pathways by June 2020	1. Identify two additional pathways for development 2. Complete additional pathways and ready for implementation by fall 2021 3. Produce pathways in print form and in interactive web-based form with links to job titles, availability and income 4. Develop a NVAE "E-Brochure" with links to NVC "E-Brochure"	1. By August 2021 all six pathways will be operational; monitor enrollment and adjust sections as needed 2. Student individual education and career plans in place 3. Determine number of adult learners completing non-credit and credit pathways leading to a. HSE or 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
2	Explore and implement an interagency job plan based on comprehensive pathways to assist all students and clients.	1. Research job plan options including best practices that other consortia are using 2. Identify agencies and participants for job plan 3. Develop implementation plan	1. Meet with agency partners to review plan 2. Provide a series of trainings on use of the plan 3. Provide ongoing coaching and support in implementation of the plan	1. Identify additional partners for training or new employees 2. Conduct ongoing training and support 3. Meet with agency partners to review efficacy of plan 4. Adjust plan as needed

3	Develop "badges" to identify student levels of achievement using New World of Work skills.	1. Research badge system; develop options and timeline 2. Identify different levels of achievement within each badge (e.g., within Work Readiness - could be High School level, NVAE level and NVC level) 3. Develop professional development plan 4. Begin professional development in use of badges	1. Complete badging training by June 2021 2. Teach "essential skills" along with technical skills 3. Incorporate Entrepreneurship when applicable (e.g., utilizing New World of Work component) adding resume building, mock interviews, preparation of a business plan, participating in the business plan competition, and a visit & tour of NVC. 4. Monitor student progress and provide accountability reports to Consortium board	1. Full implementation of badging system by June 2022 2. Monitor student year over year progress and provide accountability reports to Consortium Board
4	Develop specific transition protocols from NVAE to NVC and/or other agencies.	1. Develop Transition Specialist position description 2. Advertise position; conduct interviews; complete hiring process 3. Identify transition agencies for protocol development 4. Begin developing "Transition" program no matter the pathway; (e.g., high school to NVAE or NVC; NVAE to NVC or 4-	1. Continue to develop specific transition protocols with partner and agency input 2. Begin implementation of transition protocols that may include: a. orientation b. teacher visits c. guest lecturers d. enrollment support e. fee support for testing 3. Develop schedule of campus tours to expose NVAE	1. Full implementation of transition protocols by fall 2021 2. Evaluate effectiveness of transition protocols 3. Evaluate enrollment to determine increases at NVAE and NVC

		year school; NVC to 4-year school) 5. Share partner level planning specifics across the consortium, especially with counselors	students to NVC pathway programs to establish relationships 4. Increase counseling staff at NVAE 5. Co-train partners about, pathway programs and transition protocols 6. Align student career plan with counselors from NVAE to NVC	
5	Provide High School Equivalency (HSE), Adult Basic Education (ABE), and English as a Second Language (ESL) programs. Grow Career Technical Education (CTE), Internship, ASK-12 and Adults with Disability programs.	1. Expand brick and mortar and distance learning programs by fall 2019 2. Identify requested classes/sections for various regions in the county for HSE, ABE, ESL or CTE 3. Locate adequate instructional space; accommodate for childcare and transportation needs as funds allow 4. Develop and approve MOUs with various agencies 5. Increase enrollment at Napa Valley Adult School by 10% over prior year by June 2020 6. Increase	1. Review enrollment patterns in off campus sections 2. Continue to expand or contract offerings as needed 3. Expand ASK-12 to provide throughout the K-12 system, especially, focusing on grade level transition and math support in upper grades. 4. Provide additional support, tutoring, and/or counseling for learning disabled 5. Explore partnerships with local agencies serving adults with disabilities	1. Evaluate enrollment to determine if target of 3,600 students at NVAE has been met by June 2022 2. Evaluate enrollment in AEP at NVC to determine if increase of 20% over three years has been met by June 2022 3. Establish formal partnerships (MOUs) with agencies serving local adults with disabilities

		enrollment in Napa Valley College AEP by 10% over prior year by June 2020		