



**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

**ADULT EDUCATION BLOCK GRANT REGIONAL  
CONSORTIUM FUNDING APPROPRIATION AGREEMENT**

California Community Colleges  
Chancellor's Office (CCCCO)

Grantee: NAPA VALLEY

Allocation Number: 15-328-036

AEBG Program Regional Consortium  
Funding Appropriation

Funding Fiscal Year: 2015/16

Total Funds Allocated: \$ 750,000

Adult Education Block Grant Program funding Regional Consortium funding is to be used in accordance to California Education Code (EC) §84913. A consortium receives its apportionment on the condition it approves a schedule that complies with EC §84914 and any future guidance provided by the California Community Colleges Chancellor's to comply and achieve the Legislative intent provided in AB 104 of 2015. The terms and conditions also include attached Article I and Article II (5/14).

The term of this appropriation shall be from July 1, 2015 to June 30, 2016. Reporting requirements will be provided in future Chancellor's Office Guidance.

The Consortium agrees, in receiving its apportionment, to adhere to any additional restrictions, funding reductions, limitations or conditions that may affect the provisions, term, or funding of this Grant Agreement in any manner. The parties hereby agree that the Chancellor's Office will notify the Consortium of any such changes in writing.

**STATE OF CALIFORNIA-CCCCO**

AEBG Monitor:

Neil Kelly (916) 324-8895  
[nkelly@cccco.edu](mailto:nkelly@cccco.edu)

Agency Address:

1102 Q Street, Suite 4400  
Sacramento, CA 95811-6539

**GRANTEE INFORMATION**

Project Director:

Rhonda Slota

Grantee Address:

2425 Jefferson Street  
Napa, CA, 94558

Chief Executive Officer:

Name: Patrick Sweeney

Title: Superintendent

Signature:  Date: 10/23/15

Chief Business Officer:


Name: J. Wade Roach

Title: Asst. Superintendent, Business Services

Signature:  Date: 10-23-15

## CONTACT PAGE

Grantee:	NAPA VALLEY		
Address:	2425 Jefferson Street		
City:	Napa	State:	CA Zip: 94558

<b>District Superintendent/President</b> (or authorized designee)			
Name:	Patrick Sweeney 	Phone:	707-253-3511
Title:	Superintendent	Fax:	707-253-3855
E-mail Address:	psweeney@nvusd.org		

<b>Responsible Administrator</b> (Should not be the same as Project Director)			
Name:	J. Wade Roach	Phone:	707-253-3533
Title:	Assistant Superintendent/Business	Fax:	707-253-3855
E-mail Address:	wroach@nvusd.org		

<b>Project Director</b> (Person responsible for conducting the daily operation of the grant)			
Name:	Rhonda Slota	Phone:	707-253-3594
Title:	Prinicpal, Napa Valley Adult School	Fax:	707-253-3828
E-mail Address:	rslota@nvusd.org		

<b>Person Responsible for Data Entry</b>			
Name:	Lori Wood	Phone:	707-253-3594
Title:	Office Manager	Fax:	707-253-3828
E-mail Address:	lwood@nvusd.org		

<b>District Chief Business Officer</b> (or authorized designee)			
Name:	J. Wade Roach	Phone:	707-253-3533
Title:	Assistant Superintendent/Business	Fax:	707-253-3855
E-mail Address:	wroach@nvusd.org		

<b>Person Responsible for Budget Certification</b>			
Name:	J. Wade Roach	Phone:	707-253-3533
Title:	Assistant Superintendent/Business	Fax:	707-253-3855
E-mail Address:	wroach@nvusd.org		





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Chancellor's Office (CCCCO)

Grantee: NAPA VALLEY

Allocation Number: 15-328-036

AEBG Program Regional Consortium  
Funding Appropriation

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**STATE OF CALIFORNIA-CCCCO**

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[nkelly@cccco.edu](mailto:nkelly@cccco.edu)

**Agency Address:**

1102 Q Street, Suite 4400  
Sacramento, CA 95811-6539

**GRANTEE INFORMATION**

**Project Director:**

Rhonda Slota

**Grantee Address:**

2425 Jefferson Street  
Napa, CA, 94558

**Chief Executive Officer:**

Name: Patrick Sweeney

Title: Superintendent

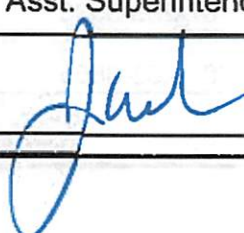
Signature: 

Date: 10/23/2015

**Chief Business Officer:**

Name: J. Wade Roach

Title: Asst. Superintendent, Business Services

Signature: 

Date: 10-23-15

## CONTACT PAGE

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Address:	<u>2425 Jefferson Street</u>		
City:	<u>Napa</u>	State: <u>CA</u>	Zip: <u>94558</u>

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Name:	<u>Patrick Sweeney</u>	Phone:	<u>707-253-3511</u>
Title:	<u>Superintendent</u>	Fax:	<u>707-253-3855</u>
E-mail Address:	<u>psweeney@nvusd.org</u>		

<b>Responsible Administrator</b> <i>(Should not be the same as Project Director)</i>			
Name:	<u>J. Wade Roach</u>	Phone:	<u>707-253-3533</u>
Title:	<u>Assistant Superintendent/Business</u>	Fax:	<u>707-253-3855</u>
E-mail Address:	<u>wroach@nvusd.org</u>		

<b>Project Director</b> <i>(Person responsible for conducting the daily operation of the grant)</i>			
Name:	<u>Rhonda Slota</u>	Phone:	<u>707-253-3594</u>
Title:	<u>Prinicpal, Napa Valley Adult School</u>	Fax:	<u>707-253-3828</u>
E-mail Address:	<u>rslota@nvusd.org</u>		

<b>Person Responsible for Data Entry</b>			
Name:	<u>Lori Wood</u>	Phone:	<u>707-253-3594</u>
Title:	<u>Office Manager</u>	Fax:	<u>707-253-3828</u>
E-mail Address:	<u>lwood@nvusd.org</u>		

<b>District Chief Business Officer</b> <i>(or authorized designee)</i>			
Name:	<u>J. Wade Roach</u>	Phone:	<u>707-253-3533</u>
Title:	<u>Assistant Superintendent/Business</u>	Fax:	<u>707-253-3855</u>
E-mail Address:	<u>wroach@nvusd.org</u>		

<b>Person Responsible for Budget Certification</b>			
Name:	<u>J. Wade Roach</u>	Phone:	<u>707-253-3533</u>
Title:	<u>Assistant Superintendent/Business</u>	Fax:	<u>707-253-3855</u>
E-mail Address:	<u>wroach@nvusd.org</u>		





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[nkelly@cccco.edu](mailto:nkelly@cccco.edu)

Agency Address:

1102 Q Street, Suite 4400  
Sacramento, CA 95811-6539

### GRANTEE INFORMATION

Project Director:

Rebecca Scott

Grantee Address:

2277 Napa-Vallejo Hwy, Napa, CA 94558

Chief Executive Officer:

Name: Dr. Ronald Kraft

Title: Superintendent/President

Signature:  Date: 10/26/15

Chief Business Officer:

Name: Dr. Jeanine hawk

Title: Interim Vice-President, Administrative Services

Signature:  Date: 10/26/15

## CONTACT PAGE

Grantee:	NAPA VALLEY		
Address:	2277 Nap-Vallejo Hwy		
City:	Napa	State:	CA Zip: 94558

<b>District Superintendent/President</b> <i>(or authorized designee)</i>			
Name:	Dr. Ron Kraft	Phone:	707-256-7160
Title:	Superintendent/President	Fax:	707-256-7160
E-mail Address:	rkraft@napavalley.edu		

<b>Responsible Administrator</b> <i>(Should not be the same as Project Director)</i>			
Name:	Dr. Terry Giugni	Phone:	707-256-7155
Title:	Vice-President, Instruction	Fax:	
E-mail Address:	tgiugni@napavalley.edu		

<b>Project Director</b> <i>(Person responsible for conducting the daily operation of the grant)</i>			
Name:	Rebecca Scott	Phone:	707-256-7438
Title:	Dean of Library and Learning Center	Fax:	
E-mail Address:	rscott@napavalley.edu		

<b>Person Responsible for Data Entry</b>			
Name:	Dr. Robin Wornall	Phone:	707-256-7192
Title:	Dean, Research and Planning	Fax:	
E-mail Address:	rwornall@napavalley.edu		

<b>District Chief Business Officer</b> <i>(or authorized designee)</i>			
Name:	Dr. Jeanine Hawk	Phone:	707-256-7175
Title:	Interim Vice-President, Administrative Services	Fax:	
E-mail Address:	jhawk@napavalley.edu		

<b>Person Responsible for Budget Certification</b>			
Name:	Glenna Aguada	Phone:	707-256-7181
Title:	Controller	Fax:	
E-mail Address:	gaguada@napavalley.edu		



## Consortia Report on Governance Compliance of Rules and Procedures

*Download and save this Word document, open it and fill in the various fields, print the completed form, sign, scan and email to the AB86 inbox: [ab86@cccco.edu](mailto:ab86@cccco.edu). Due by October 31, 2015 or sooner so that we can accept your 15-16 annual plan, consortium allocation schedule, budget, and 1<sup>st</sup> Quarter expenditure report.*

Consortium Name:

Napa Valley Adult Education Consortium

Planning Grant Fiscal Agent Name (for tracking purposes only):

Napa Valley USD

Consortium Point Person (or person submitting this document):

Name:

Rhonda Slota

Consortium Role:

Acting Project Director

E-Mail:

[RSlota@nvusd.org](mailto:RSlota@nvusd.org)

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

In accordance with AB104, all eligible organizations within the boundaries of the region have been allowed to join the Napa Valley Adult Education Consortium (NVAEC) as members. The Consortium is comprised of the following members: Napa Valley Unified School District, Calistoga Unified School District, the Napa County Office of Education, and Napa Community College.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

The reporting of available funds will be collected at the Consortium level. Official-designated members will submit their data to NVAEC, and the Consortium staff will compile and submit the regional data to the state. The Consortium will identify funding sources to be reported annually in compliance to the Adult Education Block Grant (AEBG). Official-designated members will certify the data annually to validate and check for accuracy. All Consortium members have agreed to the reporting of funds and to complying with this reporting process.

**3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?**

The Consortium shall keep track of the date its members were officially designated by their local Boards of Education and keep copies of the local board minutes as evidence, which will be archived. If an official designation is a Consent Item that is voted on, a copy of the Board Agenda that shows the designation as a Consent Item, as well as the minutes, will be provided and kept on file by NVAEC. Each member must have a minimum of one official-designated member. Members have the option of assigning designees should the voting member not be able to attend a Board meeting.

**4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?**

The Consortium recognizes the benefits from full and active participation by all members in the decision-making process. Therefore, a calendar of meetings and each meeting agenda will be sent to members in advance. Agendas will be posted on the Consortium website. Email notification and reminders will be sent to all members. Alternate means of participating and voting will be considered. Minutes from meetings will be distributed to members and posted to the Consortium website.

**5. What will be the relative voting power of each member?**

e.g. 1 member = 1 vote

e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)

e.g. Other (e.g., votes proportionate to adult students served)

Napa Valley USD and Napa Community College will each have 3 voting members on the NVAEC Board. The Napa County Office of Education will have 1 voting member on the NVAEC Board. Calistoga USD will have 1 voting member on the NVAEC Board. A simple majority of members present constitutes a quorum. All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

**6. How will decisions be approved?**

e.g. by majority vote of 51%, or 50% +1 vote, or  $\frac{2}{3}$  of votes

e.g. by consensus

All Consortium meetings shall be conducted in accordance with AB104 Adult Education Block Grant (AEBG) and the NVAEC Governance Plan. A simple majority of members of the Consortium constitutes a quorum. A simple majority will be needed for the passage of any motion. Board members are allowed to phone in to cast a vote if not able to attend a Board meeting. The vote of each official-designated member shall be recorded as cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes.



**7. How did you arrive at that decision-making model?**

During the AB86 planning year (FY 2014-2015), the Consortium adhered to the NVAEC management structure and shared leadership strategies to manage the planning and decision-making process (Reference NVAEC AB86 Comprehensive Regional Plan, March 2015). This decision-making model has proven to be effective and efficient for the Consortium work. The Consortium members have voted to adopt the decision-making model used in the planning year for the future regional work in adult education.

**8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?**

The Consortium encourages all interested persons to attend monthly meetings and to address the Consortium concerning any item on the agenda or within the Consortium's jurisdiction. The following rules are intended to facilitate a presentation to the Consortium:

**A. For matters not listed on the agenda:**

- I. Any individual who wishes to address the Consortium on any item of interest to the public that is within the subject matter jurisdiction of the Consortium and not listed on the agenda may do so under the item on the agenda entitled "Public Comments."
- II. Without taking action, Consortium members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda.
- III. In keeping with its right to determine the length of time to be allotted to agenda items, the Consortium has determined that the overall time to be allowed for the agenda item entitled "Public Comments" shall not exceed three (3) minutes per person, and a total time of 20 minutes, unless there are extenuating circumstances, in which case the Consortium may extend the overall time limit.

**B. For matters listed on the agenda: a person who wishes to address the Consortium may do so by completing a brief form (including name, address, and agenda item). Upon recognition, the person should state his or her name and may address the Consortium. The order of public comments on the agenda item will be determined by the order received.**

**C. Individuals shall be allowed up to three (3) minutes to address the Consortium on each agenda item or during the general public comments, unless there are extenuating circumstances, in which case the Consortium may extend the time limit for individual remarks.**

**9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?**

The NVAEC recognizes the benefits that are derived when input from the public is included as part of the decision-making process. The Members will include the public in Consortium activities and programs whenever appropriate. The Consortium will provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. Monthly meetings

will include a designated time for public comment. Agendas will be posted on the Consortium website, and emailed in advance to Consortium members and partners. Consortium members are encouraged to post the agendas at their individual web sites. Agendas will be physically posted at each Members site.

**10. Describe how comments submitted by members of the public will be distributed publicly.**

A summary of comments submitted by members of the public will be recorded in the meeting minutes and distributed publicly on the Consortium website.

**11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.**

Community partners and other entities are invited and encouraged to participate in all Consortium meetings. NVAEC's founding partners include Napa Lake County Workforce Development Board, Napa County Library, Napa State Hospital, Napa County Department of Health and Human Services, Learning Oasis, Puertas Abiertas Community Resource Center, Queen of the Valley Medical Center, Department of Rehabilitation, St. Helena/Calistoga Family Resource Center, Napa County First Five, Napa Valley Vintner's Association, Moving Forward Toward Independence, American Canyon Family Resource Center.

**12. How will you determine approval of a distribution schedule pursuant to Section 84913?**

The NVAEC will approve the distribution schedule pursuant to Section 84913 with a simple majority vote. In accordance with the Adult Education Block Grant (AEBG) and the NVAEC Governance Plan, a simple majority vote will be needed for the passage of any motion. The vote(s) of each official designated member shall be recorded as cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes. The distribution schedule will follow the funding priorities as specified in the NVAEC AB86 Comprehensive Regional Plan, March 2015.

**13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?**

The NVAEC has decided to allow the funds to flow directly to the member districts based on the approved distribution schedule.

**14. How will members join, leave, or be dismissed from the consortium?**

The Consortium will adhere to the membership guidelines as defined by AB104.



Considerations for dismissal from the Consortium include:

- The member no longer wishes to provide services consistent with the adult education plan;
- The member cannot provide services that address the needs identified in the adult education plan; or
- The member has been ineffective in providing services that address the needs identified in the adult education plan, and reasonable interventions have not resulted in improvement.

In addition to the considerations specified in AB104:

- Regular attendance is expected at monthly Consortium meetings. Issues regarding lack of attendance will be addressed by the Consortium.
- Dismissal from or admission to the Consortium would be accomplished with a simple majority vote from the Consortium based on non-compliance with legal statutory requirements.
- If the member initiates leaving the Consortium, NVAEC will require the member's Governing Board approval.
- If the Consortium initiates dismissal, the Consortium will inform the member's Superintendent and Governing Board and follow due process.

**15. Does the consortium have a formal document detailing its working beyond the questionnaire?  
(Please provide a link)**

At this time, the Consortium does not have a formal document detailing its work beyond this questionnaire.

## Consortium Member Signature Block

Name:

Patrick Sweeney

Consortia Member:

Napa Valley USD


Email:

[psweeney@nvusd.org](mailto:psweeney@nvusd.org)

Date:

October 23, 2015

Signature Box:



Name:

Wade Roach

Consortia Member:

Napa Valley USD

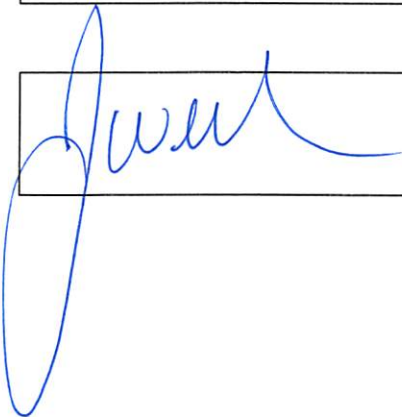
Email:

[wroach@nvusd.org](mailto:wroach@nvusd.org)

Date:

October 23, 2015

Signature Box:



Name:

Rhonda Slota

Consortia Member:

Napa Valley USD

Email:

[rsloata@nvusd.org](mailto:rsloata@nvusd.org)

Date:

October 23, 2015

Signature Box:



Name:

Ron Kraft

Consortia Member:

Napa Valley College

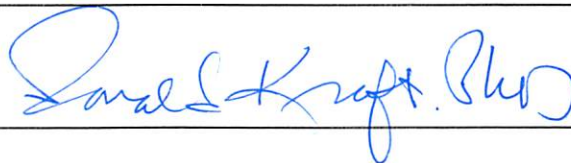
Email:

[RKraft@napavalley.edu](mailto:RKraft@napavalley.edu)

Date:

October 23, 2015

Signature Box:



Name:

Terry Giugni

Consortia Member:

Napa Valley College

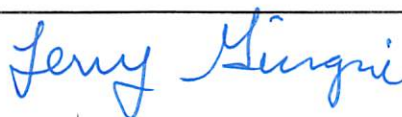
Email:

[tgiugni@napavalley.edu](mailto:tgiugni@napavalley.edu)

Date:

October 23, 2015

Signature Box:



Name:

Jeanine Hawk *GRZ MIRACIA*

Consortia Member:

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Email:

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Date:

October 23, 2015

Signature Box:



Name:

Barbara Nemko

Consortia Member:

Napa County Office of Education

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[bnemko@napacoe.org](mailto:bnemko@napacoe.org)

Date:

October 23, 2015

Signature Box:







## AB104 Adult Education Block Grant - Annual Plan Template for 2015-16

### Section 1: Consortium Information

**1.1 Consortium Grant Number:**

13-328-36

**1.2 Consortium Name:**

Napa Valley Adult Education Consortium

**1.3 Primary Contact Name:**

Rhonda Slota

**1.4 Primary Contact Email:**

RSlota@nvusd.org

If applicable:

**1.5 Fiscal Agent Name:**

NA

**1.6 Fiscal Agent Email:**

NA

**1.7** Identify each member organization currently within your Consortium, and your Consortium representative.

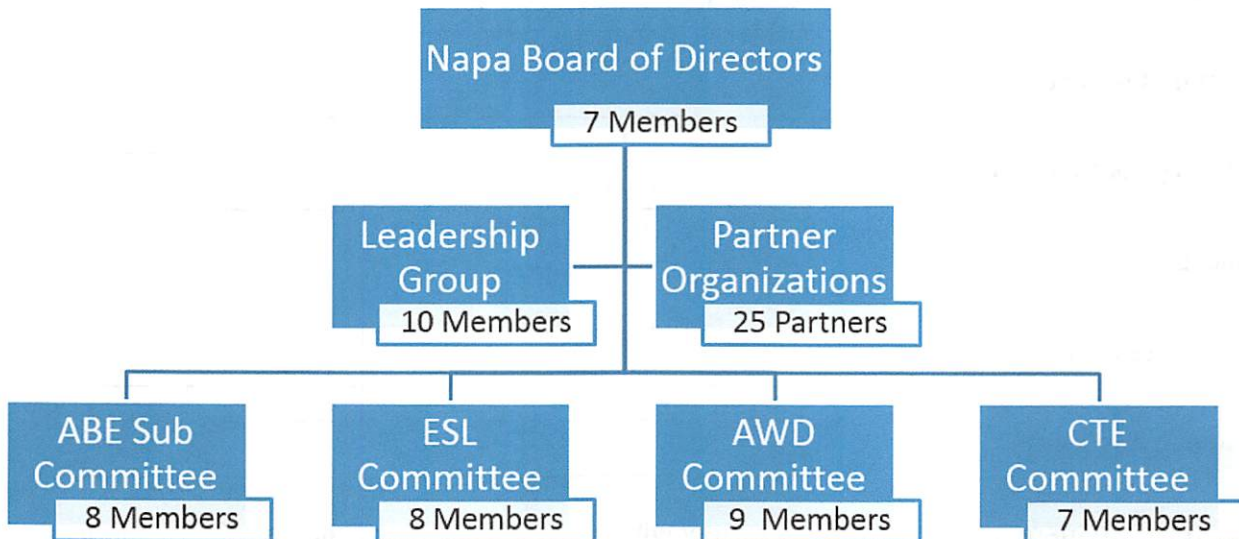
Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Napa Valley USD	Patrick Sweeney	707-253-3511	<a href="mailto:psweeney@nvusd.org">psweeney@nvusd.org</a>	10/1/2015
Napa Valley USD	Wade Roach	707-253-3533	<a href="mailto:wroach@nvusd.org">wroach@nvusd.org</a>	10/1/2015
Napa Valley USD	Rhonda Slota	707-253-3594	<a href="mailto:rslota@nvusd.org">rslota@nvusd.org</a>	10/1/2015
Alternate NVUSD	Elena Toscano	707-253-3815	<a href="mailto:etoscana@nvusd.org">etoscana@nvusd.org</a>	10/1/2015
Alternate NVUSD	Mark Morrison	707-253-3526	<a href="mailto:mmorrison@nvusd.org">mmorrison@nvusd.org</a>	10/1/2015
Napa Valley College	Ron Kraft	707-256-7160	<a href="mailto:RKraft@napavalley.edu">RKraft@napavalley.edu</a>	10/8/2015
Napa Valley College	Terry Giugni	707-256-7155	<a href="mailto:tgiugni@napavalley.edu">tgiugni@napavalley.edu</a>	10/8/2015
Napa Valley College	Jeanine Hawk	707-256-7175	<a href="mailto:jhawk@napavalley.edu">jhawk@napavalley.edu</a>	10/8/2015
Alternate NVC	Greg Miraglia	707-256-7710	<a href="mailto:gmiraglia@napavalley.edu">gmiraglia@napavalley.edu</a>	10/8/2015
NCOE	Barbara Nemko	707-253-6810	<a href="mailto:bnemko@napacoe.org">bnemko@napacoe.org</a>	10/15/15

**1.8** Use the [Governance Template](#) to describe how your Consortium operates programmatically and

fiscally.

Please see attached Governance Plan.

**1.9** Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.



**1.10** Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

Direct allocation has been determined to be the best means for success. Wade Roach, Assistant Superintendent of Business Services, Napa Valley Unified School District, will certify for NVUSD, and Jeanine Hawk, Vice President of Administrative Services, Napa Valley College, will certify for NVC.



## Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**”

Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

**2.1** Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

Napa Valley Adult Education Consortium (NVAEC) seeks 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. Napa Valley Regional Consortium will implement a seamless continuum of educational programs and community resources reflecting, 1) a collaborative interagency process; 2) data-driven decision making; and 3) academic excellence and best practices in order to meet the demands of a 21st century workplace to support our diverse student population and eliminate barriers to success.

There are five main components to the implementation of the NVAEC 2015-16 Annual Plan:

1. **Organization and Management of the Overall Consortium** – The NVAEC has established a voting Consortium Board that represents the multi-layered interests of the Region. Additionally, Partner participation is strongly encouraged so as to properly assess, in an ongoing nature, all services provided in the region, and make adjustments to the Plan as needed.
2. **Formalize and Operationalize Community Partnerships** – Community participation is critical to the success of the NVAEC Regional Plan. The NVAEC Board has committed to involving community partners in the planning, implementation, and ongoing review process. Key areas of focus include the reduction of duplication of services, capitalizing on areas of specialized expertise, and expansion of service provision for all program areas within the Regional Plan
3. **Data Collection and Tracking System** – The provision of services is directly tied to the data outcomes achieved by the Members and Partners of the NVAEC. By properly aligning



assessment and placement of students, the Consortium expects to streamline service provision, leverage the resources that already exists in the communities served, and provide better predictive information to be used in the planning process. Similarly, the sharing of data between key stakeholders is critical. Using Labor Market Information (LMI) data from the Napa-Lake Workforce Investment Board will help to guide the development of courses aligned high growth industry sectors, while sharing student performance data with the WIB will allow greater access to career opportunities for graduates.

Along with LMI, Napa Valley College has several tracking systems that will assist with giving continual and immediate feedback to the Consortium, including the California Community College Student Success Scorecard that measures and tracks student success. Data is reported by gender, ethnicity and age. It reports how the college is doing in remedial instruction, student retention, course completion, graduation rates and job training.

The Basic Skills Progress Tracker is a tool at the state level that allows basic skills classes to be targeted for semester by semester information regarding successful course completion by demographics. Napa Valley College also has researchers who we can utilize as part of the Basic Skills Committee mandates to implement and track research for this plan.

4. Program Development through Pilot Projects – The use of LMI data will allow the Consortium Members to analyze the course needs of the region, and develop pilot courses quickly and efficiently to react to the shifting demands of the job market.
5. Professional Development Activities – NVAEC recognizes the value and importance of ongoing, meaningful professional development for the faculty and staff of all Member and Partner organizations. To this end, a formal plan has been developed to provide ongoing educational opportunities to all organizations providing Adult Education services across the region. This includes, but is not limited to, both internal and external opportunities for professional growth and development through attendance at targeted training sessions, state and national conferences, and customized professional development summits.

## Section 3: Consortium Services and Funding Allocations

3.1 Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about levels of service will be gathered in Section 6. Using the [Section 3 Workbook](#), each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.

Please see attached spreadsheets.

Table 2: Consortium Table by Program Type and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Remaining Consortium Allocation							
Adult Education (ABE, ASE, Basic Skills)									\$0
English as a second language									\$0
Pre-apprenticeship training									\$0
Career and Technical Education									\$0
Adults training to support child school success									\$0
Older Adults in the workforce									\$0
Services for Adults with Disabilities									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

3.2 Consortium Allocations by member. The [spreadsheet](#) described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

Please see attached spreadsheets.

Table 1: Consortium Membership and AEBG Regional Allocations

	Regional Consortium AEBG Allocation	
	MOE	Remaining Consortium Allocation
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
Total	\$0	\$0



## Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below. The original AB86 Objectives language has been adapted to the AB104 context.

**4.1 Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.** How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
  - Placement – The implementation of CASAS by all Member K-12 districts, which is currently not used by all Members, will align placement of students into programs, allow for easier transition of students between programs, and standardize the curriculum levels of instruction across the region. Napa Valley College currently uses CTEP (English), ESL-CELSA (ESL) and MDTP (math) for assessment and placement. The Leadership Task Force is currently exploring options to better align these assessments.
  - Curriculum – The NVAEC will fund release time and/or additional paid time for faculty to align and sequence the programs of study at all levels to accommodate sequential movement between pathways and seamless transitions within academic pathways and into work.
  - Assessments – Consortium will adopt CASAS for all Member districts who currently do not utilize the assessment, as well as for all Members providing ESL instruction. This will set the stage for non WIOA Title II funded programs to apply for funding. NVAEC will explore methods to align K-12 and college assessment methods.



- Progress indicators – Promotion and progression through the CASAS levels will serve as achievement benchmark indicators of student success. Increased graduation rates from ASE/HSE programs and increased student skill levels upon enrollment to industry recognized certification programs or into work will serve as a progress indicator for the NVAEC. Increased movement between programs based on scores will indicate an effective placement system.
- Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc. – The increase in passing rates for HSE and increased skill levels for high school diploma students will serve as outcome measures. The NVAEC requires that all Member district administration certify the authenticity of the data. The Consortium is also expecting an increase in CTE certificates awarded and increased movement of student between programs.

- Transition strategies among the Consortium participants' systems including:

- Communication paths among Consortium participants and higher education institutions

The Consortia Committee will explore the use of Google Drive to share information and facilitate collaboration. Other methods of communication and collaboration, such as CCC Confer, will also be explored. The decisions of the Consortium Board will be distributed via email and regular correspondence regarding project implementation will be shared through an email distribution list of Members and Partners, which include Napa Valley College.

Each month the Consortium Board will meet to discuss ongoing implementation of the Annual Plan and examine ongoing successes of programs and procedures across all Program Areas and Objectives in the Regional Plan. From these meetings the duties of the multiple subcommittees will be assigned. Subcommittees include a composition of Consortium Members, Partners, and other community stakeholders. These meetings will address the identified issues and strive to ensure a smooth continuance of services for participants in all programs across the Napa Valley Region.

In addition, a Consortium web site is utilized to inform the Consortium Members, Partners, and community stakeholders with updates, important upcoming events, a roster of members and contact information. The website is:

[http://www.adulted.nvusd.k12.ca.us/cms/page\\_view?d=x&piid=&vpid=1403332665154&no\\_controls=t](http://www.adulted.nvusd.k12.ca.us/cms/page_view?d=x&piid=&vpid=1403332665154&no_controls=t)

- Defined and articulated pathways to postsecondary education or the workforce – The consortium will conduct ongoing reviews to leverage existing “best practices” to accelerate and maximize adult learners’ progress toward educational and career goals. Some of these based on national research include providing assessment/testing at facilities convenient and/or familiar



to students and offering re-test opportunities to increase accurate course placement; training adult school and community college counselors to work together if needed to help create student educational plans; ramping up offerings of dual enrollment courses to allow more adult students to take courses relevant to career and educational goals while enrolled in an adult education program; enhanced contextualized learning to link basic skills education for adult learners to career and educational goals.

Napa Valley College's DSPS department plans to employ approaches proven to accelerate a student's progress academic or career goals by utilizing process improvement strategies to ensure that not only students understand the operational aspects of DSPS but also faculty, campus staff, and the high school partners.

- o Embedded access to student services including counseling, guidance, and follow-up – The Consortium Board has approved the funding of positions similar to the high school/college counselor to facilitate successful transitions by adult learners/students into postsecondary academic pathways and/or career pathways at both Napa Valley Adult School and Napa Valley College. Counselors will be adult student specialists and provide services in case management, transition advisement, information navigation, tutoring services and career pathway advice.

In order to combat the challenges often faced by Adult Students, Counselors will also provide outreach activities to Member districts. The Counselors will schedule regular visits to all Member districts' and Adult School campuses to conduct workshops such as steps to enrollment, financial aid, and introduction to the college culture. The Counselors will assist in developing other non-cognitive skills such as balancing work and school, resume workshops with critiques, mock interview sessions, and CTE pathways. The Counselors will provide an introduction course or workshops on the services available in the region in order to assist with each student's education completion. The Counselors will invite college staff and faculty to discuss programs and transfer options at adult school and other locations across the region on a regular bases. In addition, the Counselors will schedule College Placement Tests onsite at least quarterly. The Counselors will also create programming to ease the anxiety often associated with attending college or taking a placement test. The Counselors will help provide each student a sense of familiarity prior to taking the test or entering the Napa Valley College campus.

Each semester, students from all Member districts and Partner organizations will be invited to attend a special information meeting facilitated by Napa Valley College. The group of students will be given a tour of the college and attend a panel discussion held by first and second year Adult Students who now attend Napa Valley College. This will allow potential adult education



students to develop a sense of social belonging; another non-cognitive skill that is needed for post-secondary educational success. Prior to the commencement of Napa Valley College's fall, spring, and summer semester, the Counselors will organize a "Transition Recognition" event to recognize students who have completed their adult education program and are matriculated at a community college or transitioning to the workforce from Adult School. The event will include a community resource fair.

**4.1a** Provide a description of your **Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

NVAEC recognizes the need for alignment between Consortium Members in providing seamless services and transitions to adult students. The Napa Valley Regional Assessment Plan will appraise, place and assess students entering our region's system via the following methods:

Currently, Napa Valley Adult Education uses the NRS approved CASAS compendium of assessments. As such, the Consortium will explore implementation of the CASAS assessments for ABE, HSE, and ESL across all Member districts, as well as non-credit ESL. Additionally, data services via TOPS Pro Enterprise will be deployed across all Member districts to unify and bridge transitions for students between Adult Education service providers. Additionally, Napa Valley College uses CELSA for ESL students, as opposed to the CASAS which is utilized by Napa Valley Adult School. NVAEC will explore how to align these methods of assessment.

NVAEC is monitoring the developments at the California State Chancellor's Office related to the development of a standardized assessment tool for both math and English for all community colleges. Until such time as new assessment guidelines are released from the state, NVAEC will continue to use the assessments currently in place. However, the consortium will develop a crosswalk between assessment instruments for use at the program, counselling, and institutional level.

Other assessments such as ACT WorkKeys, a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce will be investigated for programs.

Additionally, an exit assessment for Napa Valley Adult Education (and a referral system for students transitioning to Napa Valley College) will be considered by both institutions. The goal is for Napa Valley College to accept the exit exam as an entrance exam. A pilot is envisioned for the 2016-17 program year.



**4.1b** Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

TOPSpro Enterprise will be utilized to allow Member districts of NVAEC to get a complete performance picture. All stakeholders– from student and instructor to state education or workforce director – benefit from longitudinal performance information needed to make effective decisions that improve learning, teaching and training. The TOPSpro Enterprise system will allow Member districts of NVAEC to choose from predefined reports or to create customized reports for comprehensive data analysis. Faculty and administrators can identify learners and programs that need help and develop strategies for improvement. Learner groups can be compared and program-wide analysis can be performed to drill down to individual learner data to focus on instruction and curriculum revision. Lastly, TOPSpro Enterprise will allow Member districts of NVAEC to visualize data and quickly assess impact of introduced interventions with your own customizable dashboard indicators.

**4.1c** List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expand ABE/HSE/HSD	Q1 and Q2 2016	All	Increased enrollment, outcomes, and College transfers.	Evaluation of enrollment numbers.
Expand ESL	Q1 and Q2 2016	All	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.
Curriculum Alignment: NVAEC will explore options to implement an Student Exit Exam for HSE/HSD students that mirrors the entrance exam at NVC	PY 15-17	All	Increased number of Napa Valley Adult Education students entering entry level, credit courses at NVC	Evaluation of enrollment numbers
Creation of an Articulated Courses (Computer & Business Pathway)	PY 2015-17	All	An increase in the number of students at Napa Valley Adult Education attaining	Evaluation of enrollment numbers

beginning with Keyboarding			college credit for the keyboarding course.  Increased number of students transitioning from Napa Valley Adult Education to Napa Valley College via the Computer & Business Pathway	
Contextualized Business Management and Health Occupations courses	PY 2015-17	All	Faster completion of courses for students needing remediation.  Better retention of students in both pathways	Student and teacher evaluation of course upon completion.
Develop a Professional Pronunciation / Medical Communications and Interpersonal Skills Course	PY 2015-17	All	Better communication skills of ESL student in Health Occupations	Pre/Post test scores  Pre/Post data of % employed upon completion.  Employer feedback post hiring.

**4.2 Objective #4:** Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs* for adult education programs within the Consortium's region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium's region who are currently underserved).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
<b>Increased Access to Services for Up-Valley Residents</b>				
Distance learning ESL classes established with necessary accommodations	PY 2015-16	All	Increased number of student enrolling and completing ESL courses	Pre/Post enrollment comparison
Career Tech classes offered up-valley	PY 2015-16	All	Increased number of internships in CTE programs of study	Increased number of internship placements in CTE



				careers
Increased flexibility in course scheduling	PY 2015-16	All	Increased percentage of enrollments and course completions in all classes	Pre/Post enrollment comparison
New ESL and Basic Skills classes offered in Calistoga, St. Helena and American Canyon	PY 2015-16	All	Increased percentage of enrollments and course completions in all classes	Pre/Post enrollment comparison
<b>Counseling and Student Support</b>				
Increased number of counselors at Napa Valley College and Napa Adult School, appropriately trained to provide services to Adult Education, CTE and ESL students	PY 2015-16	All	Increase in retention and the percentage of students transitioning from ESL to ASE and CTE programs	Pre/Post enrollment comparison
Create and implement common Education and Employment Plan for all students across all Member districts	PY 2015-16	All	Increase in the percentage of job placements and program of study completions	Pre/Post enrollment comparison
<b>Capacity and Resource Building</b>				
Create and sign MOUs delineating supports from community based organizations	PY 2015-16	All	A minimum of 15 MOUs executed with partner organizations	Pre/Post enrollment comparison
Increase the number of classes, spaces for courses to be taught, and number of teachers	PY 2015-16	All	More course offerings, with enrollment increases	Pre/Post enrollment comparison

**4.3 Objective #5:** Employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include

plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expand Counseling Services	January 2016	All	Successful enrollment of more students and completion of programs of study.	Evaluation of enrollment numbers.
Expand Pre-Apprenticeship Offerings	Q1 and Q2 2016	All	Successful enrollment of more students and completion of programs of study, and transfers to Napa Valley College.	Evaluation of enrollment numbers.
Contextualized Curriculum Pilot	Q1 and Q2 2016	NVAE	Napa Valley Adult School will pilot a contextualized curriculum in identified career pathways with the goal of expanding the offering to other Member districts.	Evaluation of enrollment numbers and successful transition of students into CTE and Certificate programs at Napa Valley College in the Fall of 2016.
Attend the National COABE Conference in Dallas, TX	2016	All	Adoption of evidence-based best practices	Increased student outcomes on assessments and course completion



**4.4 Objective #6:** Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
ESL Training	Q4 2015	All	Faculty and staff will be trained on best practices for ESL instruction	Integration of ESL standards into the current course curriculum at all Member districts.
Andragogical	Q1 2016	All	Faculty and Staff will be	Integration of

Instructional Methodology Training (Adult Learning Theory)			provided the opportunity to attend professional development that highlights the difference between pedagogical instructional methodologies and andragogical practices that specifically target the learning modalities of adult learners.	common teaching methodologies across courses offered at Napa Valley College
Career Pathway Training	Q4 2015	All	<p>Faculty and Staff will be offered two different opportunities to participate in professional development opportunities to:</p> <p>1) learn more about the Apprenticeship opportunities in California, as overseen by the California Community College Chancellor's Office, and how alignment of CTE programs of study can be leveraged to increase workforce employability and streamlined service provision, and;</p> <p>2) Learn more about how Career Pathways as an integral partner in workforce development and employability.</p>	Greater inclusion of career readiness preparation, skills instruction, and career pathway focus in curriculum across all program areas.
AWD Training	Q1 2016	All	Deeper knowledge base and understanding of the issues in working with adults with disabilities for both staff and faculty at all member institutions.	Integration of common teaching methodologies across all Member districts.

Professional Learning Communities	Q1 2016	All	Ongoing professional development, and information sharing, has been identified by the Consortium as critical components in academic success. Workshops will focus on building professional learning communities for ongoing, and regular communication.	Implementation of ongoing learning and information sharing opportunities for faculty and staff across all member districts.
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**4.5 Objective #7:** Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

- Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

- Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need



- Expanding utilization of existing regional resources for Adult Education students
- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Seeking ongoing customer (student, employers, community) feedback and continuous system improvement	All	Input from all stakeholders	All	Ongoing	Students and clients served in the region	Ongoing process improvement
Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs	Napa-Lake Workforce Investment Board <a href="http://www.napaworkforce.org/">http://www.napaworkforce.org/</a>	Consortium Member districts will attend Napa-Lake Workforce Development Board meetings with the goal of gaining deeper insights into the economic needs of the Valley region, existing programmatic implementation, and regionally specific LMI data for high-growth sectors.	All	Ongoing	Expansion of service offerings	Increased student participation in underserved areas of the Region.
Mapping these services to better understand where there are shared customers,	All noted in Regional Plan	NVAEC is actively speaking with all involved partners about mapping services across the region.	All	Ongoing	Expansion of service offerings	Increased student participation in underserved areas of the Region.



products, services, outcomes, resources, and understanding who does what best. The Consortium is beginning to develop a common language and definition of terms.						
Collaborating, consolidating services, both virtually and physically	All noted in Regional Plan	NVAEC is actively speaking with all involved partners about collaborating and/or co-locating services across the region.	All	2016	Expansion of service offerings	Increased student participation in underserved areas of the Region.

## Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Section 5 Workbook](#), each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do NOT include these amounts in your calculations of MOE and Consortium funds.

Please see attached spreadsheets.

Table 3. Consortium Member Table by Objective and Fund Source

[illegible]

## Section 6: Levels of Service and Assessment of Effectiveness

**6.1** Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas are acceptable. Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

[Please see attached spreadsheet and summary below.](#)

<b>Number of Students Served, by Program Type</b>	<b>Baseline for 2013-2014 From AB86 Final Plan</b>	<b>Target for 2015-2016</b>	<b>Notes</b>
Adult Education (ABE, ASE, Basic Skills)	1,836	2,000	
English as a second language	2,099	2,500	
Pre-apprenticeship training	0	TBD	
Careers and Technical Education	872	900	
Adults training to support child school success	360	360	
Older Adults in the workforce	0	30	Not tracked previously
Adults with Disabilities	11 = CTE 10 = ABE	20	Not tracked separately before except for AWD Program which was discontinued before 2013-14 due to Maximum Flexibility
Total		5,790	

**6.2** Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

[Please see attached spreadsheet and summary below.](#)



Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.	70%	
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.	75%	
% Completion of HSD or Equivalent, for those who had this goal during the current program year.	60%	
% Transition from K-12 adult to post-secondary.	50%	
% Transition from non-credit to credit in post-secondary.	NS	
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)	NS	
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	25%	
% Placed in jobs, for those who had this goal during the current program year.	25%	
% With increased wages, for those who had this goal during the current program year.	45%	

**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional)

Given that the Napa Valley Region is currently serving thousands fewer adult students than it once did, the impact of the Consortium's plan will be measured through unduplicated enrollment numbers, unless students are enrolled in multiple programs. With the goal of increasing the number of adult education students to the workplace and to college entrance, enrollment figures will provide critical data points on program completion, transition, and acceleration.

**6.4** List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

Napa Valley Adult Education Consortium recognizes the important and significance of the AB104 investment in Adult Education. To self-evaluate the performance of the NVAEC Regional Plan, the Consortium Board will engage in an ongoing analysis of:

- High School Equivalency enrollment and completion data

- High School Diploma enrollment and completion data
- Transitions of students from Member district Adult Education programs to Napa Valley College
- ESL enrollment and progression data
- CTE Certificates awarded
- Students entering the workforce

Data will be evaluated by the Consortium Board on a quarterly basis to ensure funding allocations are appropriate, and adjustments are made when weak areas are identified. Additionally, the NVAEC Board will meet quarterly with Partner organizations to determine the impact of AB104 spending on the region, including job placement rates, employer retention, and shifts in high growth sectors.

## Section 7: Consortium Member Signature Block

Name:

Patrick Sweeney, Superintendent

Consortia Member:

Napa Valley USD

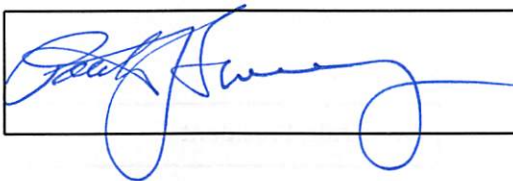
Email:

[psweeney@nvusd.org](mailto:psweeney@nvusd.org)

Date:

10/23/15

Signature Box:



Name:

Wade Roach, Asst. Sup. Business Services

Consortia Member:

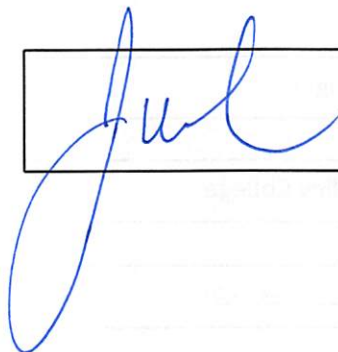
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Date:

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Name:

Rhonda Slota, Principal Napa Valley Adult School

Consortia Member:

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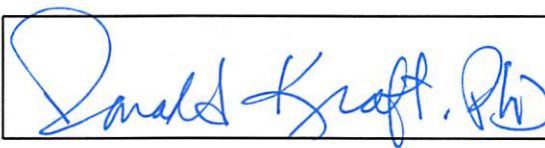
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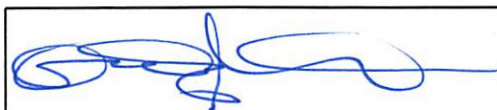
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## AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

### Section 1: Consortium Information

**1.1 Consortium Planning Grant Number:**

13-328-36

**1.2 Consortium Name:**

Napa Valley Adult Education Consortium

**1.3 Primary Contact Name:**

Rhonda Slota

**1.4 Primary Contact Email:**

[RSlota@nvusd.org](mailto:RSlota@nvusd.org)

### Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

Napa Valley Adult Education Consortium (NVAEC) seeks 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.

The adults in our community who are targeted by the mandates of AB104's seven Program Areas are the most at-risk learners, often burdened with a panoply of life problems. They are characterized by low skills, previous academic failures and economic challenges; they are often under-employed and frequently encounter transportation and child care problems; they may have learning disabilities or other disabilities, either identified or not by previous educational institutions. While the students at Napa Valley College and Napa Valley Adult Education are as diverse as the population of the valley itself, they do share many characteristics that will be addressed by the Regional Plan.

The NVAEC Three-Year Plan strives to remedy the identified gaps across the region:

1. Bridges, Transitions and Pathways. There is a strong need for bridges between institutions,



transitions from one institution to another and pathways that lead to the academic and career goals being met.

2. Geographic Access. Both up valley and south county residents have limited access to the main services of both Napa Valley Adult Education and Napa Valley College. By expanding service provision at both sites, as well as bringing new services to areas that have not traditionally had the benefit of Adult Education, the NVAEC Board strives to improve access to services by all Adult Students.

3. Capacity and Resources. Recent budget cuts and on-going rapid changes in teaching methods and subject matter content have created a high demand for capacity and resource building in both the infrastructure and professional development. With the funding provided by AB104, NVAEC will expand both the number of students served across the region, as well as the professional development received by faculty and staff at Member and Partner organizations.

4. Comprehensive Student Support Systems. The complex lives of students, the ever increasing demand for focused learning, and the intricacies of navigating the systems of both institutions require a comprehensive approach to student support. By increasing available counselors, one at Napa Valley Adult School and one at Napa Valley College, support and transition services will be provided to an increased number of Adult learners. NVC may choose to train current counselors and hire part-time counselors as opposed to hiring a full-time counselor.

5. Service Delivery. From outreach to course content to job placement and follow up, every point of service delivery has gaps for some students. NVAEC plans to address the needs of diverse students through offering programs, support services and differentiated instruction to address unmet needs.

6. Common Data/Accountability Systems and Communications. Using data to align curriculum, services, employment options and career pathways requires analysis and ongoing dialog between members and partners. Students in order to make informed decisions need up to date feedback about their interests, aptitudes, abilities and progress, as well as prevalent information on educational options, support services, employment opportunities and services that address their current ability levels. The NVAEC Board will be seeking methods to leverage partnerships and create a new infrastructure for ongoing communication and collaboration to determine efficient and effective methods to track student progress, communicate clearly with students and interpret and share outcomes. Exploration of comprehensive assessment instruments and accountability programs will determine a common data system.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.**

**NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):**

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

**2.2a Objective #1:** An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Napa Valley Adult Education (NVAE) provides basic education to those Adult learners who assess at the PreK-8 levels of academic performance and prepares students to take the GED through their preparation programs. Napa Valley College (NVC) and NVAE administer the GED through their testing centers. Testing is scheduled throughout the week to allow for maximum flexibility and student access. NVAE provides an adult High School Diploma program and a Pregnant and Parenting



Teen High School program, with College and Career Readiness as a major component. NVC staff visit these programs to inform the students about the college and provide financial aid information and support in completing applications. NVAE teachers often take students on field trips to NVC to familiarize them with the campus and services. Students and staff jointly attend job fairs hosted on the NVC campus. Napa Valley College hosts a yearly 'High School Breakfast' attended by NVAE counselors, teachers and supervisors. The agenda covers successfully transitioning students to college and information about career pathways.

NVC provides math and English assessment to all its newly enrolled students to determine proper course placement. As with the majority of community colleges throughout the state, over half of the students do not place into college level classes. To meet this need, the college has a robust credit basic skills program in the areas of English and math, and through Learning Skills (LRNS) classes (below college level). The LRNS classes are typically populated with students with disabilities and are taught by instructors with specific credentials and experience teaching this population of students. These classes have low teacher to student ratios and are equally supported by Instructional Assistants. The majority of the students in LRNS classes are also enrolled in the Disabled Students Programs and Services program and receive accommodations in the academic setting. Basic skill level English as a Second Language classes are offered starting four levels below college level. To support the basic skill student, the college offers tutoring through Math and Writing Centers and the Disabled Student Programs and Services. NVC also provides Adult Basic Skills and ESL classes through their non-credit program throughout the Valley.

2.2b Objective #2: An updated evaluation of current needs for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

There has been no substantive change in the local regional economy or data provided by the partner Workforce Development Boards since submission of the Regional Plan in March 2015.



The Workforce Development Board of Napa-Lake County is a Partner organization of the NVAEC, and provides regular input and guidance on programming in the region based on sector analytics. The NVAEC Board will continue to request information regarding the labor market shifts in the region and make adjustments to course offerings and program implementation based on shifts in high-growth sectors.

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

**2.3a** Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The NVAEC Board recognizes the need to prepare adults for entry to the workforce in family sustaining jobs. To this end, the Board is actively engaged with the Napa-Lake Workforce Development Board to streamline all service provision in Adult Education and Employment services across the Napa Valley Region. Early discussions are taking place to identify sectors of the region where this need is identifiable, and frameworks are being developed to address this through programmatic implementation.

**2.3b** Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The NVAEC Leadership Task Force has reached out to the Apprenticeship Coordinator, Division of Apprenticeship Standards at the California Community College Chancellor's Office. The goals for a meeting include 1) to receive an introductory overview about the services offered to education providers in the Napa Valley region, and 2) to schedule a presentation to the NVAEC Leadership Task Force about existing programs and possible new programs. Understanding how the state can support this new program area is a critical step to success. Aside from these meetings, next-steps include exploration of interest among key high-growth sectors for the implementation of pre-apprenticeship programs in the region.

**2.3c** Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

As this is a new Program Area, the NVAEC Leadership Task Force is currently exploring options to add programs to Member districts to provide this service, or modify existing services to meet this need. For Example, as a result of discussions with the NVUSD Parent Engagement Coordinator, a survey to staff and parents via District parent liaisons will be utilized to determine need, capacity and support for participation. Some programs that focus on parental literacy could be modified to provide more instruction on tutoring, English language development and a broader knowledge of the K-12 curriculum requirements and therefore align successful implementation of this Program Area.

**2.3d** Collection and availability of data. (REQUIRED)

Napa Valley Adult Education currently uses ASAP for student attendance and demographics information and TOPSpro Enterprise as a data management system to ensure program quality and to track student learning gains. Outcomes are measured against national standards as part of WIOA funding requirements. All K-12 Adult Education programs will use CASAS and TOPSpro Enterprise to manage student assessment data. Moving forward, it is a goal for all Consortium programs to implement and use shared assessment instruments and accountability programs. This will create a seamless transition for students between Adult Education service providers. Napa Valley College is also mandated to collect data to ensure the quality of its educational programs and services. All instructional programs have defined Student Learning Outcomes (SLO) that are regularly assessed. The California Community Colleges Chancellor's Office has several data collection tools to collect and analyze student data. The California Community College Student Success Scorecard tracks data about remedial instruction, student retention, graduation and completion rates and job training programs. The Basic Skills Progress Tracker provides specific course completion rates for basic skills classes in English, math and ESL. The data can be aggregated by demographics and financial aid options. For local academic assessment tracking, Napa Valley College utilizes CTEP, CELSA and MDTP for student assessment and placement.

Alignments between these assessments are being developed by the NVAEC Leadership Task Force.



### **2.3e Qualifications of instructors (including common standards across entities).**

#### **(REQUIRED)**

All Members of the Napa Valley Adult Education Consortium adhere to the guidelines of the California Department of Education (CDE) and the Chancellor's office when hiring new faculty and staff. Teachers at Napa Valley Adult education and other K-12 districts are credentialed in the subject areas in which they teach by the California Commission on Teacher Credentialing. NVC instructors meet California Community College minimum qualifications as defined by the Chancellor's office in discipline specific areas. Alignment of hiring standards is currently being completed by the NVAEC Leadership Committee with the goal of making recommendations to each of the Member districts.

### **2.3f Alignment of academic content and curricula (OPTIONAL)**

The NVAEC Board recognizes the importance of aligning academic content and curricula. To begin addressing this goal, the Board has allocated funding to:

- ❖ Assess, develop and provide seamless transitions in curricula to provide the education needed for students to be prepared and successful in post-secondary education.
- ❖ Develop accelerated learning opportunities by compressing courses into shorter, more intensive terms.
- ❖ Create competency-based learning where individualized instruction based on a student's need for specific and focused real-life skills.
- ❖ Develop contextualized learning by putting basic skills content into the context of a student's goals and career path.
- ❖ Provide additional opportunities for accelerated, competency-based and distance learning through additional on-line digital curriculum and/or blended learning projects and classes
- ❖ Provide teacher release days and/or additional paid time to analyze and develop common terminology and talking points to better communicate with students, staff and community members.



### **2.3g** Alignment of educational services supported by this grant. (OPTIONAL)

The NVAEC Board recognizes the importance of aligning education services supported by the AB104 AEBG. To achieve success, the Board has allocated monies to fund additional counseling staff time at each of the Member districts. The NVAEC Board has also allocated funding to develop an Outreach and Communications Plan to improve shared access to programs and services to familiarize students and counselors/advisors with the postsecondary academic culture, and with all transitional pathways between Adult Education and Napa Valley College to career. Effective communications will include consistent messaging across all segments of the population (students, faculty, counselors, community agencies, etc.) using emails, website and other social media.

### Section 3: Consortium Member Signature Block

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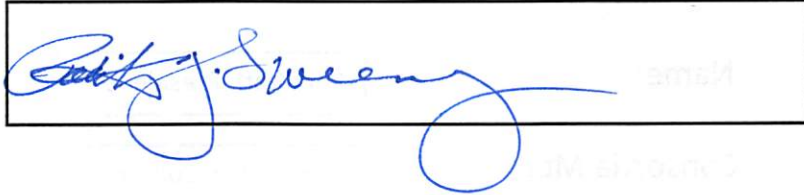
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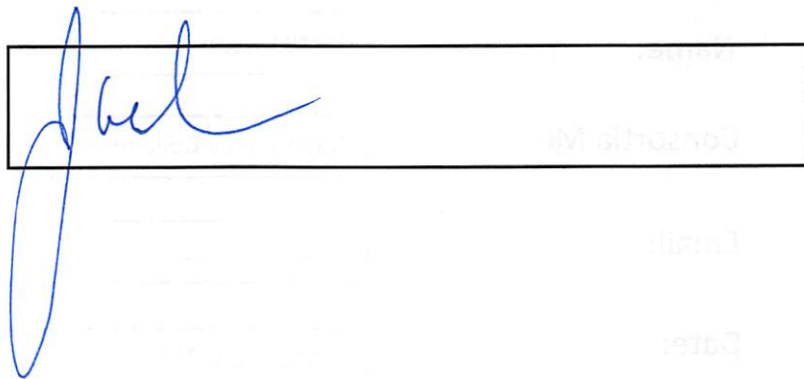
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