

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-34	36 Napa Valley

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Balach, Cathy	Project Manager	(707) 538-8133	cathy@nvaec.org

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Balach, Cathy	Project Manager	(707) 538-8133	cathy@nvaec.org

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Nemko, Barbara	Napa County Office of Education	(707) 253-6810	bnemko@napacoe.org	10/15/2015
Kraft, Ron	Napa Valley Community College District	(707) 256-7160	rkraft@napavalley.edu	10/08/2015
Roach, Wade	Napa Valley Unified School District	(707) 253-3533	wroach@nvusd.org	10/01/2015
Sweeney, Patrick	Napa Valley Unified School District	(707) 253-3511	psweeney@nvusd.org	10/01/2015
Parker, Robert	Napa Valley Community College District	(707) 256-7175	rparker@napavalley.edu	04/11/2016
Toscano, Elena	Napa Valley Unified School District	(707) 253-3815	etoscano@nvusd.org	08/08/2016
Shearer, Erik	Napa Valley Community College District	(707) 256-7155	eshearer@napavalley.edu	08/08/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

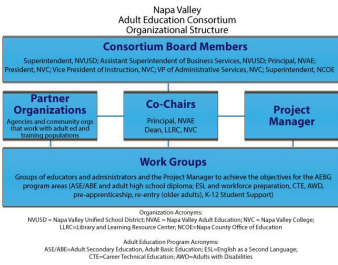
- ☐ Yes
- ☒ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- ☒ Yes
- ☐ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

[1617orgstructure2.jpg](#)

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Official-designate members are responsible for submitting their data to NVAEC, and the Consortium staff compile and submit the regional data to the state. Official-designated members Wade Roach (USD/Adult Ed) and Robert Parker (NVC) 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. The coordinator will compile this data prior for submission.




Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- ☐ Yes
- ☒ No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 Napa Valley Unified School District	\$2,444,610
 Napa County Office of Education	\$0
 Napa Valley Community College District	\$255,643
Total	\$2,700,253

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the 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. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

2015-16 focused on setting up the infrastructure for AEBG in the Napa Valley region, aligning member activities, and improvements in the 3 core program areas (ESL, CTE, and Basic Skills). Key successes included:

1. Created infrastructure including establishing the board, management team, and work groups for target areas; created counselor and advisor positions, necessary for next steps to launch Student Educational Plans and Student Career Plans.
2. Expanded levels and types of programs in ESL, Basic Skills, and high school diploma and equivalency programs.
3. Made strong inroads in aligning programs and supporting transitions including articulation, mapping transitions, creating bridge classes, and aligning other member processes.
4. Expanded geographic reach through expanded satellite location activities and addition of an online diploma program.
5. Built framework for regional adult education plan by creating partnerships with numerous community-based organizations.
6. Hired a Project Manager to support consortium leadership and activities.

Efforts in 2016-17 is to continue implementation of its 3-year goals relying upon the foundation it built in 2015-16:

1. Improve consortium educational capacity through infrastructure building, partnership development and professional development for faculty and staff. This includes identifying and filling key service positions (counseling services, outreach activities), building capacity in expanded geographic service (to address geographic gaps), as well as addressing other infrastructure resources. Professional development will continue to play a key role to realign with the vision and support programming growth and create a more robust teaching resource.
2. Develop and expand upon workforce-driven programming and transitions to the workplace. This includes the launch of pre-apprenticeship training, short-term certificates driven regional needs, job readiness and soft skill support, as well as integration of basic and employability skills into these courses.
3. Create and expand student support systems to improve student outcomes. An extensive network of student supports were identified in the original 3-year plan including individual student education/career plans; providing counseling and advisory services to support high risk populations; support resources such as child care, transportation, books and supplies, tutoring; and classroom and job accommodations for adults with disabilities. These services will be further developed in 2016-17, both by augmenting resources such as counseling support, roll-out of individual student employment and career plans, and through work with partners.
4. Continue creating seamless adult education between members via bridges, transitions and pathways and expanded programming. This includes transitional classes and articulation between the member institutions, additional classes to meet identified gaps, a common referral system, and dual enrollment options.
5. Build a comprehensive regional face for the consortium and asset for the community through working with partners and improving communications. NVAEC will work closely with the North Bay WIB and leverage the WIOA one-stop vision and seek to promote a regional view of adult education. It will increase online and print visibility of services and the organizations who provide adult education to empower adult learners and build stronger bonds with partners.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Aldea	CBO	Case management, independent living skills, housing and transportation assistance, mental/behavioral health services
American Canyon Family Resource Center	CBO	Parent education, care provider workshops, family literacy, access to health and social service programs.
California Human Development	CBO	Training, employment services, day labor support, housing support, citizenship applications and petitions, employment services and job development for adults with disabilities
Calistoga Unified School District	K-12	K-12 Education, with facilities and supports for colocation
CAN-V	CBO	Basic supports including transportation, housing, medical care, child care
COPE Family Center	CBO	Crisis intervention, emergency aid, parent education
EDD	State Agency	Hiring and training services, unemployment, labor marketing information
Learning Oasis	CBO	ST vocational training, pre-employment/soft skills
Moving Forward Toward Independence	CBO	Basic supports for adults with developmental disabilities
Napa Chamber of Commerce	Industry	Industry support and business networking
Napa County Libraries	Library	Adult literacy, family literacy, computer skills, citizenship, supports for tutoring, technical support, communications/marketing/outreach
Napa County Probation	County Agency	GED program
Napa Valley Vintners	Industry	Marketing/communications/outreach for workers
Napa-Lake Workforce Investment Board	WIB	One-stop shop efforts, labor market information collection
National Electrical Contractors Assn	Industry	Apprenticeship programs; support for communications/marketing/outreach; Mgmt training, HR support for employers
North Bay Building Trades	Industry	Pre-apprenticeship program and employment support
On the Move/VOICES	CBO	Support services for socioeconomically disadvantaged parents and students.
Puertas Abiertas	CBO	Programs for Latinos including Plaza Comunitaria adult education, Computer skills, ESL
St. Helena Unified School District	K-12	K-12 Education, with facilities and supports for colocation
United Cerebral Palsy of the North Bay	CBO	Employment programming for adults with disabilities
Upvalley Family Resource Center	CBO	Plaza Comunitaria adult education for immigrants, Computer skills, ESL, citizenship classes

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

NVAEC has begun mapping out the services provided by each of the partners and is creating this information visible on the new website, a promising practice for creating good communications with partners and facilitating referrals, as well as providing valuable information for students who will navigate adult education in the region.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

1. Expanded NVAE's Career Academy series to American Canyon and integrated the Academy into CTE and ASE courses.
2. NVUSD expanded Parent University, a program for adult training to support K-12 children's school success.
3. Introduced the Student Success Center (SSC) model at NVC.
4. NVAE created a summer bridge class to develop skills and strategies to be successful in the college environment.
5. Expanded Elementary and Basic Skills classes, with increase in time options for more flexibility to meet student needs.

6. Introduced an accelerated math class at NVC - While a credit class, it is geared to lowest levels to support transition of adult students into college, and accelerate learning.
7. Piloted Transitional an ESL bridge class on NVAE campus taught by NVC faculty.
8. Expanded support for HSE and diplomas. NVAE added GED testing times and the Hi-Set test.

1. Funding delays from State made program implementation difficult in 15-16 even more than expected. Could not hire people early enough as desired, such as a Project Manager and Counselors.
2. Shortage of teachers in general; difficulty hiring to expand programming.
3. Teachers who work full-time already have difficulty making time for the project. This is especially true at NVC, since per the community college system, teachers are not mandated to work on AEBG as part of their contract, yet critical to its success. AEBG must be part of the Academic Senate committee or district committee structure to ensure ongoing college buy-in.
4. Putting together two organizations with very different systems and processes operating under very different federal and state mandates makes it difficult to work together for expanding services, sharing resources, etc. Maneuvering this takes a lot of time and priorities don't always align between members.
5. Continually educating and updating a large body of college faculty to enable participation and buy-in is difficult. It is difficult to make time for staff development, especially given the above-mentioned shortage, the above-mentioned faculty challenge, and the long lead time for developing on-site training.
6. Changes in board membership and leadership.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

1. Established foundation for regional adult education system by members working together in a meaningful way, with coordination occurring on all levels (board, staff, teachers) bringing the adult education organizations together for exchange of knowledge and working toward a regional adult education resource. Also key has been creating numerous partnerships, including WIOA partners and other support organization.
2. Expanded geographic reach to areas in great need to the south (American Canyon) and increased classes to the north in St. Helena.
3. Improved reach to adults who come out of high school without a diploma. NVAE has done this through working closer with the NVUSD and increased this student base substantially (and led to a younger student base, many 18 to 20 year-olds, at NVAE).
4. Expanded number and time flexibility of classes to accommodate time challenges for students, including elementary and basic skills classes.
5. Included AEBG educational and career counseling requirements in counseling, with a full-time additional counselor hired for NVAE and another full-time, shared counselor for NVC and NVAE.

1. Member organizations often serve very different students, while service redundancy is undesirable, it is also essential to understand that the populations served by the organizations are often very different, i.e. it isn't always a matter of serving different academic levels, but serving different populations.
2. The high cost of living for the region brings challenges for both the members and students. For example, for members, there are major challenges in hiring essential positions (shortage of teachers, counselors). And for students, the immediate need to make a living may outweigh the ability to attend school.
3. Integrating various initiatives such as project based learning vs. unit based learning.
4. The increase in younger students (18 to 20 year-olds) from traditional K-12 system who need to transition tend to have increased behavioral issues. These issues follow them into adult education and impact their ability to remain in class and participate appropriately, and thus their ability to complete their education on time. These issues also increase the need for behavioral intervention and counseling services, putting a burden on these services and the support staff.
5. Different systems also mean different requirements for teaching, making it challenging to share and align teaching resources.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+ / -								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	Budgeted			Spent			+ / -								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	Budgeted			Spent			+ / -								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
Total	\$0	\$0	\$0	\$0	\$0	\$0	-								

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[36napavalley_160817154606.csv](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG 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.

The consortium's regional assessment plan is still being determined. In 2015-16 there was a lot of work done around exploring the correlation between CASAS (at NVAE) and CELSA (at NVC). In 2016-17, NVAEC will continue this process, and identify common referral procedures and establish assessment equivalencies across systems that will be used by both NVAE and NVC.

CASAS testing will also be implemented in all school districts receiving WIOA Title 2 services.

NVAEC also plans to cross-train counselors and share resources, with one counselor to be co-located at both sites with assigned office hours.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS	CASAS	assessments
CELSA	CELSA	ESL assessments
CTEP	CTEP	English assessments
ETS	HiSET	HSE education and assessment (college ready/level)
GED	Pearson Vue	GED education and assessment (passing, passing college ready, passing college ready w/credit)
MDTP	MDTP	math assessments

Student Data Tracking

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?

NVAEC is just beginning the process of determining parameters and issues in jointly tracking student enrollment, demographics and performance. Currently, CASAS and TOPSpro are in place at NVAE as an approved tracking system for WIOA data collection. We are currently planning to hire a data expert, and we are awaiting AEBG's guidance on data collection programs to help us take this step. The data expert will map the data points and identify system information available and its accuracy, and create solutions to meet data needs (online and offline), both for AEBG purposes as well as to create a feedback loop for continuous improvement.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP	ASAP	attendance
DATATEL	ELLUCIEN	data enrollment management
TopsProEnterprise	CASAS	accountability system - data collection

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Successes:

- Laid groundwork for course articulation and career pathways, focusing on computer studies, business, and health occupations. Key milestone: articulation of Keyboarding class.
- Made progress in aligning courses and practices between entities including transitional courses, aligning teaching practices, and creating bridge classes.
- Improved support for transitions to college and careers:
 - NVAE has made the career project required for graduation, targeting career preparation.
 - Support for students transitioning to NVC includes orientation sessions and field trips and support via the individualized student education plans (SEPs). NVAE awarded 14 college scholarships to its Spring 2016 graduates.
- Developed NVAE-NVC transition supports:
 - Closer partnership between NVAE and NVUSD with expanded orientation program targeting HS completion (this has led to a significant increase in younger adults in ASE).

- o NVAE linked to common core standards in its ASE and NEDP, digital curriculum programming.
5. Adults Training to Support Child School Success program launched at NVAE and NVUSD.

Challenges:

- While redundancy is undesirable, it is necessary to understand that often very different students are served by the member organizations.
- Differences in hiring processes and requirements between members make it difficult to share resources and create challenges such as with co-enrollment.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Expand classes incl. ABE/HSE/HSD/ESL levels and options	Increased enrollment, outcomes, and College transfers.	Evaluation of enrollment numbers
Expand Career Academy and integrate NVAE career workshops to other NVAE classes, for career education cross-pollination	Increase in employment outcomes.	Review of exit forms and counselor follow-ups
Articulate courses in Computer & Business and Health Occ Pathway	Increased number of students at NVAE attaining college credit for articulated courses. Increased number of students transitioning from NVAE to NVC via the Computer & Business or Health Occ Pathway.	Evaluation of enrollment numbers
Develop Common Referral procedures/system	Increase in college transfers, increase in student success rates.	Evaluation of student attrition numbers
Develop NVC College prep class at NVAE	Improve transition from NVAE to NVC.	Evaluation of NVC enrollment numbers and NVAE transition information
Pilot dual enrollment classes at NVAE	Improve transition from NVAE to NVC.	Evaluation of NVC enrollment numbers and NVAE transition information
Evaluate and scope internship/job placement program for vocational programs	Increase in students in internship positions, increase in employment of students upon program completion.	Evaluation of employment data post completion
Identify foundations classes in English and Math that will facilitate entry into vocational training program or college entry	Increased entry into college or employment.	Evaluation of successful transitions
Expand job placement program	Increased entry into employment, increase in wages.	Evaluation of successful transitions
Schedule College Placement Tests onsite at NVAE	Increase of students successfully transitioning from NVAE to NVC.	Evaluation of college enrollment numbers, exit information from NVAE students
Develop shared activities and events schedule for counseling and support services	Improved communications between members, increased flexibility for student transitions, improved information to empower students.	Review of number of shared activities

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Successes:

1. Expanded access to under-served areas to address geographic gaps:
 - o Implemented new NVAE ESL courses in American Canyon
 - o Launched NVAE Career Academy Workshops on Soft Skills scheduled in American Canyon Family Resource Center, American Canyon Library and at Napa Library
2. Significant improvements in building capacity made to address gaps:
 - o Expanded counseling services; one counselor has been hired at NVAEC and a second counselor will be added in Y2
 - o Increased classes and spaces for courses, with room to grow
 - o MOUs are in process of being created with community based organizations to fill support gaps
3. Created the infrastructure for the National External Diploma Program, including staff training, to offer another learning modality for receiving high school diploma and addressing geographic gaps and student access due to time constraints (inability to attend classes, work schedules, transportation, etc.)

Challenges include:

- Securing locations for remote learning courses learning
- Limited funding, not enough to grow capacity as needed

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Implement new ESL and Basic Skills classes in underserved areas	Increased in number of enrollments and course completions in all classes for students in outlying areas.	Comparison of course enrollments pre/post expansion
Implement non-credit career tech classes up-valley	Increase in short-term career classes; increase in students obtaining short-term certificates in upvalley region.	Review of certificates awarded with geographic comparison pre/post expansion
Hire a counselor at NVC and NVAE appropriately trained to provide services to Adult Education, CTE, and ESL students	Increase in retention and the percentage of students transitioning from ESL to ASE and CTE programs.	Pre/Post enrollment comparison
Complete roll-out of National External Diploma Program (NEDP) to expand geographic reach	Increased enrollment, completion of programs of study expand geographic reach throughout the region.	Evaluation of diplomas awarded
Create and implement common Education and Employment Plan for all students across all Member districts	Increase in the percentage of job placements and program of study completions.	Pre/Post enrollment comparison
Provide additional flexibility in course scheduling, extending school hours staffing	Increased enrollments and percentage of course completions in all classes.	Pre/Post enrollment comparison
Hire college Outreach Coordinator and/or Administrator to support college communications and activities	Improved marketing and communications throughout the region.	Evaluation of enrollments, especially from under-served areas; growth in partnerships
Evaluate existing support resources (childcare, transportation, etc., including partnership support for these resources) and create plans to fill gaps	Increase in student support resources and/or partners who provide those resources for adult students.	Count of resource programs offered and review of their extent, review of new partner MOUs for partners providing support resources.
Expand adult learner support systems (mentoring, tutoring, etc.)	Increased support services, such as mentoring and tutoring.	Review of support services offered at NVAE and NVC
Create an early identification system at NVC to assist support of struggling/failing students	Early detection system in place at NVC.	Existence of system and assessment of number of students who are identified and stay successfully at NVC

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Successes:

1. Expanded counseling services which will support right-tracking/accelerating students as appropriate to support right-tracking students into appropriate programs (such as fast-track offerings).
2. Laid foundation for roll-out of National External Diploma Program at NVAE, including staff training, to help with accelerating progress.
3. Though not in the original plan, NVAE has made its career project required for graduation (for those students earning a diploma) to help adult learners transition to careers or further education which leads to careers. The project involves researching careers, portfolio development, resume, and a class presentation using technology, with a rubric to evaluate student work.
4. Flexible scheduling and night classes, discussed above, are important steps in helping students accelerate their learning.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Develop and launch accelerated CTE courses leading to stackable certificates, informed by industry information	Strategic priority plan for short-term certificates.	Completion of plan to be used for launching CTE classes
Develop contextualized math class for business & office program	Faster completion of programs; better retention of students in business/office career pathway.	Evaluation of completion numbers; counselor feedback
Pilot iBEST program in a CTE industry area	Inclusion of more target adult students into the CTE program.	Evaluation of enrollment numbers
Develop Contextualized Curriculum Pilot in Health Occupations	Increase in health occ certificates; increase in transitions to NVC.	Evaluation of enrollment numbers and transfers of students
Develop a Fast-Track Math (1 Unit) for Health Occupations students at NVC	Faster completion of courses for students in Health Occupations pathways	Evaluation of completion numbers; counselor feedback
Offer workforce placement skills class	Increased job placements.	Evaluation of exit surveys and follow-up data collection.
Incorporate LRNS class material and contextualized curriculum into career pathways/career academy	Increased and faster success for adults seeking and attaining career certificates.	Review of student data
Develop math and English refresher classes at NVC for pre-assessment	Increase in assessment level for students in math and English.	Review number of students taking refresher classes and evaluate student placements

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Much of the first year is focusing on understanding best way to work in professional development to the consortium and encourage participation. Key successes include:

1. Initiation of board development and training to elevate training throughout all levels of the consortium.
2. Conference and regional workshop attendance involving both NVAE and NVC.

Challenges:

Because of timeline needed to schedule and with late receipt of funds, much of the professional development has been delayed.

Some key points stand out for 2016-17:

1. Needs for training on teaching practices specifically targeting the AEBG population;
2. Procedures for the common referral system;
3. Educating teachers about community partners and the important role they play for adult learners and encouraging cross-organizational referrals.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Joint training of bilingual counselors at NVC and NVAE	Enhanced knowledge and expertise addressing bilingual needs.	Review of Participant evaluations
ESL Training	Faculty and staff will be trained on best practices for ESL instruction, collaborative activities.	Evaluation of number of classes integrating ESL standards into the current course curriculum at all Member districts, and Review of Participant evaluations
Andragogical Instructional Methodology Training (Adult Learning Theory)	Teachers learn instructional methodologies and andragogical practices that specifically target the learning modalities of adult learners.	Review of Participant evaluations
Career Pathway Training	Inclusion of career readiness preparation skills instruction, and career pathway focus in curriculum across all program areas.	Review of career readiness preparation skills instruction, and career pathway focus in curriculum across all program areas; Review of Participant evaluations
Adults with Disabilities Training	Deeper knowledge base and understanding of the issues in working with adults with disabilities; strategies for supporting and AWD students.	Assessment of the integration of common teaching methodologies across all Member districts, review of participant evaluations
Continue working with Professional Learning Communities	Building professional learning communities for ongoing, and regular communication.	Review of success in implementing ongoing learning and information sharing opportunities for faculty and staff across all member districts
CASAS training for counselors to interpret CASAS results	Better placement and transitions.	Review of counselor feedback
Close Reading for both ESL and ASE teachers	Teacher incorporation of close reading methodology into classes to better align with NVC ESL and Basic English.	Review of number of attendees and number of NVAE classes adopting close reading strategies
Burlington English Demonstration	Increased adoption of Burlington English in NVAE classes	Review of number of attendees; review of number of NVAE classes adopting Burlington English
Contextualized Curriculum Training	Instructors prepared to develop contextualized lessons in ABE/ASE, ESL, and CTE courses.	Review of classes adopting contextualized programming; review of participant feedback
Adult Education Conference Attendance (CCAIE, AEBG events)	Improve design and implementation of innovative AE programs and adhere to AEBG guidelines.	Review of number of members attending AE conferences; review of participant feedback
iBEST contextualized learning training	Teachers learn the iBEST method of contextualized learning	Number of teachers trained in I-BEST Participant feedback
Host a workforce/market outlook training in conjunction with WIB	Improve counselor and teacher knowledge of career opportunities and priorities.	Review of counselor and teacher feedback
Teacher training on practices specifically targeting the AEBG population	Better understanding and resulting practices to support AEBG students, particularly in the college.	Review of participant feedback

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Y1 focused on securing partnerships; Y2 is primarily a continuation of this work, with a focus of getting ready for WIOA. This includes:

- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs.
- Project Manager and Consortium Co-Chairs will continue to participate in the sector work being conducted by the Napa-Lake Workforce Investment Board and attending Napa-Lake Workforce Development Board meetings to gain deeper insights into the economic needs of the region, existing programmatic implementation, and regionally-specific LMI data for high-growth sectors.
- The WIB Director is on the Steering Committee of NVAEC and has made several presentations to the Board, soliciting input from the Project Manager in the construction of the WIOA MOU of required partners.
- Thne CTE Workgroup bases priorities for vocational training on sectors identified as high growth career pathways.
- There are plans to release an RFP for a One-Stop Consortium for WIOA services, with NVAEC cooperating with this effort. When the consortium is fully-developed, the support systems and wrap-around services, as well as basic, pre-employment, and vocational skills, will be provided to students/job seekers in the Napa Valley by one or more of the AEBG partners.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Incorporate regional economic/employment activities and improve responsiveness to regional educational needs through WIB involvement and input	Napa-Lake Workforce Investment Board	Guidance on educational priorities; Regional data and the voice for economic needs in the region	Increase under-served students; align adult education programming to employer needs.	Review of enrollment numbers; review of partnerships including employers
Map adult education services to products, services, outcomes, resources, and understanding who does what best	All	Shared communications leading to increasing referral support	Increased student numbers through referral; Increased student participation in under-served areas of the region.	Evaluation of student enrollment numbers and referrals
Create adult communications strategy regarding services of the consortium and its partners using the common language, both for the benefit of partners (and thus referrals) as well as customers (students)	All	Input and site location as information hubs	Improved referral resulting in greater numbers of adult students.	Evaluation of numbers of students; review of feedback from partners
Address some of the geographic educational gaps through co-location	Calistoga USD, Napa County Libraries, TBD	Space and resources for expanded classes	Expanded geographic reach and more classes for adult learners.	Evaluation of enrollment numbers including geographic information.
Create industry-specific workforce course opportunities for training to target immigrant populations	TBD	Location, outreach/communications to attendees, operational support	Increased reach to immigrant population, increased completion rate.	Review of number of classes held at industry locations.
Hold Trades Introduction Program pre-apprenticeship training	North Bay TIP	Pre-apprenticeship training at NVC	New program launch; increased students to new program; increased number of apprenticeship placements.	Enrollment number and certificates awarded for this new program

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- ☒ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- ☒ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature



- ☒ Click here to confirm that you are ready to submit your Annual Plan.

