

36 Napa Valley | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The consortium's vision is to provide a continuum of adult programming in Napa Valley to help adult learners reach academic and career goals. This includes:

- Understanding the demographics and needs of the regional population to prioritize education and support systems;
- Emphasizing regional career opportunities, especially living wage opportunities;
- Providing transitions for a full continuum of education through to college;
- Partnering with regional organizations to leverage resources and better capture students.

Key accomplishments in 2016-17 include:

- Increase in ESL/ABE/ASE classes offered for the region
- Launch of first joint career programming in a high demand regional industry (hospitality)
- Launch of Student Success Center at NVAE
- Increase in classes in south county, expanding geographic reach
- New career success programming in partnership with the EDD
- Implementation of TopsPro Enterprise at NVC so that members are working with same data system

Our priorities for 2017-18 are:

- Identify a common referral process to refer students to NVAE from NVC or to NVC from NVAE. We will work towards agreed upon criteria, contact information and documents/assessment information that can be shared between NVC and NVAE.
- Expand regional offering to include adult education offerings up-valley, while also increasing offerings in south county -- i.e. American Canyon (K12 Support, ESL, Computer classes).
- Expand career education including hospitality and new health programming.
- Identify and implement agreed upon skill levels for service of ESL students at NVC/NVAE.
- Improve data and accountability processes and shared information for students.
- Improve use of student information to provide improved services. This includes developing a mutually-agreed upon Adult Learner Plan to capture SMART Goals for every student (clear Student Learner Goals) and the creation of

"Infographs" to support Pathways and touchpoints (NVC/NVAE) for counselors to share with students.

These goals are consistent with the vision created in our three-year adult education plan for the region.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
<p>Sufficient availability of classes that meet basic adult education needs for adult learners.</p> <p>Reason: In part, originally there was very little existing adult programming available at NVC, and this has taken a while to develop due to college systems. Budget cuts in prior years at NVAE had also led to decreased services and infrastructure that has taken time to restore. While programming has improved, there are still opportunities to increase the number of classes and offer flexible scheduling and content with specific curriculum.</p>	<ol style="list-style-type: none"> 1. Mutually-funded joint Counselor follow-up with students and SSC/Counselor partnership with Workforce Napa for jobs support Services. 2. Student surveys sent to 'up-valley' residents. 3. New, improved registration systems at NVAE and implementation of CASAS and TPE at NVC have provided stronger student demographic "capture" mechanisms to understand current students. 4. Referrals and input from community partners, organizations both inside and outside of the region. 5. Tracking requests from community members seeking specific adult education. 	<p># of students served overall # of classes added # of HSE tests given</p>
<p>Geographic Accessibility. Need to expand classes to more remote parts of the region, namely up-valley (Calistoga), and south county (American Canyon).</p> <p>Need to overcome transportation barrier: mileage from Calistoga to services (UVC=10 miles / NVC=30 miles) and from American Canyon to Napa services (NVAE & NVC = 9 miles).</p> <p>Reason: Primary two member organizations within 5 miles of each other, creating a natural centralization of adult education.</p>	<ol style="list-style-type: none"> 1. Demographic information about distribution of population 2. Community partner input. 3. Student surveys sent to 'up-valley' residents. 4. Interest expressed by Calistoga Superintendent 	<p># of classes and students served up-valley # of classes and students served in south county</p>
<p>Comprehensive student support systems - supports for adult learners, especially counselors and access to community resources.</p> <p>Reason: Building student support systems is an ongoing process. One counselor has been hired, but more are needed.</p>	<p>Student demand for counseling. Student demand for babysitting support services.</p>	<p># of counselor hours provided # students served by the NVAE SSC (Student Success Center) and NVC Testing Centers (Main Campus and UVC) # of children served in babysitting center # referrals to outside agencies/partners # referrals between NVAE and NVC # of Student Education Plans (SEPs) and Student Work Plans (SWPs) completed for students # of transitions to college</p>
<p>Career education targeted at helping adults prepare for regional high-demand careers and improve current careers.</p> <p>Reason: Little past adult education targeted programs at the college. NVAE had limited career education due to the elimination of problematic partnerships.</p>	<ol style="list-style-type: none"> 1. Launch of first career pathway (Hospitality) and input related to it. 2. Student surveys regarding potential pathways. 3. Input from other programming and faculty/teachers. 4. Input from community partners. 5. Regional report with industry focus. 	<p># of additional classes to support career pathways # of students served in those pathways</p>
<p>Transitions and referral processes to support transition of students from one institution to another to ensure a continuum of education and support for career transitions.</p> <p>Reason: With collaboration since AEBG, process is slow. Mutual understanding of organizational policies and regulations has limited progress. Challenges to collaboration efforts include the fact that adult education is under the school district and the college is under the Chancellor's Office. Each school has completely new AEBG leadership with different systems and ways of operating, which has contributed to the delay of meeting annual goals.</p>	<p>Comparisons to other regions - i.e. number of transitions between organizations.</p>	<p># of students transitioning to college # of students referred via common referral procedures (not yet in place) # college students needing additional support served by NVAE # of students referred via partners # of students referred to partners</p>

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

Expand programming/classes in health career education.

Expand geographic programming up-valley to include ESL, ASE, and other career workshops.

Expand geographic programming in south county. This will include ESL, as well as other programs TBD. Such programs still to be evaluated include: computer (digital literacy classes), other potential CTE Pathway classes, and NVAE Adults Supporting K-12 Success (ASK K-12).

Expand partnerships to better reach/serve remote locations. This includes leveraging Yountville Elementary School(NVUSD) partnership for a new ESL class, and the American Canyon Family Resource Center, and other schools.

Develop and deploy GED-Spanish curriculum.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Articulate courses in Computer & Business and Health Occ Pathway	2 - Mostly not implemented	Course Articulation for keyboarding has been completed. Further Computers & business classes articulation put on hold due to (1) other priorities (Consortium's decision to focus on Hospitality Pathway) and (2) NVAE's need to rebuild CNA after partner issues.	None.	N/A
Develop Common Referral procedures/system	3 - Somewhat implemented	Joint Counselor hire has made this connection, but different organizational systems have made adoption of the counselor as a resource very slow.	Establish transition levels for ESL (clear placement/referral guidelines). Establish procedures.	N/A
Develop NVC College prep class at NVAE	1 - Not at all implemented	Not feasible. ESL College Prep was schedule 2016 at NVAE and did not go through, decided by NVC to hold its classes only at NVC.	None.	N/A
Develop shared activities and events schedule for counseling and support services	3 - Somewhat implemented	1. Shared effort in outreach activities for Hospitality Program and Orientation for pilot program Summer 2017. 2. Additional shared activities for adult students include: WOW training, college tours, college application, FAFSA BOG fee waivers	Assess stats of graduates applying to college and plan next year's shared activities.	N/A
Evaluate and scope internship/job placement program for vocational programs	3 - Somewhat implemented	1. Focus was on career pathway as a priority, internships do not make sense until career pathways are set. 2. NVAE experienced staffing and credentialing issues with CTE teachers. Also NVAE focused primarily on rebuilding the CNA program, and onboarding teachers skilled in the Hospitality area. 3. Challenges with organizational differences and priorities.	Begin evaluation of internship opportunities in the health programs.	N/A
Expand Career Academy and integrate NVAE career workshops to other NVAE classes, for career education cross-pollination	5 - Fully implemented	N/A	N/A	N/A
Expand classes incl. ABE/HSE/HSD/ESL levels and options	3 - Somewhat implemented	1. Offered Advanced Transitions classes, including "ESL Math for Career and College" classes but had extremely low attendance due to teacher availability vs. student desire. 2. At NVC, many courses are either undergoing revision, development and/or in the local Curriculum Approval process, which then go to the state for final approval, which takes time.	Continue to add additional classes in 2017-18.	N/A
Expand job placement program	3 - Somewhat implemented	Limited industry participation in placement opportunities.	TBD. Intervention strategies might include: 1. Involving industry partners in CTE curriculum development to improve students job placement. 2. Collaborating more with the Workforce Alliance One-Stop, NVC program coordinators, and other community partners regarding grants and job opportunities.	N/A
Identify foundations classes in English and Math that will facilitate entry into vocational training program or college entry	3 - Somewhat implemented	Attempted Skill building classes - low attendance.	Create an independent study option.	N/A

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Pilot dual enrollment classes at NVAE	1 - Not at all implemented	Not feasible. ESL College Prep was scheduled in 2016 at NVAE but did not go through. More recently, NVC decided to hold its adult education classes only at NVC, determining that it can do this better when it brings students to the college campus.	None.	N/A
Schedule College Placement Tests onsite at NVAE	3 - Somewhat implemented	TTC Coordinated visited NVAE Spring 2016. Ongoing has not been scheduled due to change to TTC Coordinator.	Joint Counselor to assess feasibility Determine ESL transition (cut scores) scores between NVAE and NVC	N/A

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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.

Offer joint career pathway program opportunities in hospitality.

Identify and develop comprehensive transition plan to assist students to college.

Explore ways to offer basic/remedial Math and English skill-building classes at the college (for students wanting to attend college) and at NVAE (for students who do not want to attend the college).

Develop and implement common referral procedures between NVAE and NVC and explore transitions/referrals improvement with partners.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Develop a Fast-Track Math (1 Unit) for Health Occupations students at NVC	1 - Not at all implemented	Consortium decided to focus on Hospitality only for 2016-2017.	Need for this class is yet to be determined.	N/A
Develop and launch accelerated CTE courses leading to stackable certificates, informed by industry information	3 - Somewhat implemented	Consortium decided to focus on Hospitality only for 2016-2017.	Additional stackable certificates will be developed in 2017-18.	N/A
Develop Contextualized Curriculum Pilot in Health Occupations	1 - Not at all implemented	Consortium decided to focus on Hospitality only for 2016-2017.	Will evaluate possible offerings in health occupations in 2017-18.	N/A
Develop contextualized math class for business & office program	3 - Somewhat implemented	NVAE incorporated math workshops into Account Clerk training program.	Additional contextualized math material to be developed in the co-enrolled Business & Computer program to be developed in 2017-18.	N/A
Develop math and English refresher classes at NVC for pre-assessment	3 - Somewhat implemented	While noncredit ENG classes have been developed at NVC, there are additional noncredit math and English classes that could be offered for the AEBG population.	Expand noncredit math and English classes at NVC.	N/A
Incorporate LRNS class material and contextualized curriculum into career pathways/career academy	1 - Not at all implemented	Deemed not appropriate for the consortium's goals, as it is a college program operated by faculty.	None.	N/A
Offer workforce placement skills class	3 - Somewhat implemented	Resource constraints.	Explore possible class offerings in 2017-18.	N/A
Pilot iBEST program in a CTE industry area	1 - Not at all implemented	College has decided it is not a model it will use; World of Work is the college focus.	None.	N/A

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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. 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).

Integrate New World of Work Training (per recent professional development) into Soft Skills content offerings throughout CTE/ASE/ABE/ESL programs.

Introduce supplemental digital curriculum to prepare students for High School Equivalency tests, and for the college entrance exam.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Adult Education Conference Attendance (CCAE, AEBG events)	5 - Fully implemented	N/A	Explore continued needs/plans for 2017-18.	N/A
Adults with Disabilities Training	3 - Somewhat implemented	Special Ed training system for NVAE instructors thus far only.	College providing training as shared PD planned for 2017-18.	Regional training focused on best practices for teaching adults with disabilities.
Andragogical Instructional Methodology Training (Adult Learning Theory)	3 - Somewhat implemented	Consistent, school-wide professional development on student engagement and CCR-based instructional strategies, also integrating all recent (past 3 years) conferences, workshops, NVAE Methodology studies and district trainings.	None.	Regional training focused on best practices for teaching adult learners.
Burlington English Demonstration	4 - Mostly implemented	Full demo at NVAE, used only at NVAE.	None.	N/A
Career Pathway Training	5 - Fully implemented	N/A	N/A	N/A
CASAS training for counselors to interpret CASAS results	4 - Mostly implemented	NVC is in the implementation stage of CASAS and TPE.	Additional in-house training of CASAS at NVC is needed to support roll-out.	N/A
Close Reading for both ESL and ASE teachers	2 - Mostly not implemented	This activity was discontinued in 16-17 due to WASC, AEBG and other activities.	None.	N/A
Contextualized Curriculum Training	4 - Mostly implemented	Collaboration in this area still to be determined.	Incorporate WOW into programming.	Regional training focused on best practices for teaching adult learners.
Continue working with Professional Learning Communities	1 - Not at all implemented	Deemed not feasible for shared professional development.	None.	N/A
ESL Training	2 - Mostly not implemented	After NVC ESL Instructor visited the NVAE campus, observed classes and worked on curriculum development with the ESL Coordinators and Supervisor of NVAE, no next steps/training deemed necessary.	None.	N/A
Host a workforce/market outlook training in conjunction with WIB	2 - Mostly implemented	Consortium currently works with WIB and part of regular planning meetings, but WIB still under formation, not feasible.	Plan activities with WIB in 2017-18.	N/A
iBEST contextualized learning training	2 - Mostly not implemented	Two NVAE staff attended iBEST training in the spring of 2017 but the program was not implemented in 2016-17. Not deemed necessary in light of other contextualized learning plans.	None.	Regional training focused on best practices for teaching adult learners.
Joint training of bilingual counselors at NVC and NVAE	3 - Somewhat implemented	Shared counselor was introduced to NVC counterparts and will continue to improve the process.	None.	N/A
Teacher training on practices specifically targeting the AEBG population	3 - Somewhat implemented	While new World of Work training for NVC and NVAE was completed in May 2017, shared training is a limited option due to NVC/NVAE calendar and NVC contract constraints.	None.	Regional training focused on best practices for teaching adult learners.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

Host the 2018 Outreach and Technology Assistance Network (OTAN) Technology and Distance Learning Symposium (TDLS) with consortium-wide participation. Symposium to be offered at Napa Valley Adult Education on March 9 and 10, 2018. The focal point will be adult education/learners.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Address some of the geographic educational gaps through co-location	3 - Somewhat implemented	Continue developing partners to better serve remote areas is a long-term activity.	<ol style="list-style-type: none"> 1. Continue to exploring partner opportunities for co-located classes with American Canyon Family Resource Center (for K12 Parent Support), Salvation Army (Hospitality). 2. Continue to work on co-location relationships with Calistoga. 3. Continue to work on options with American Canyon for NVC/NVAE programming. 	N/A
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)	3 - Somewhat implemented	Existing structures, different systems.	<ol style="list-style-type: none"> 1. Continue offering co-branded career programming as Career Success Network. 2. Agree and develop key shared collateral. 	N/A
Create industry-specific workforce course opportunities for training to target immigrant populations	1 - Not at all implemented	Other priorities pushed this to 2017-18.	<ol style="list-style-type: none"> 1. Develop partnership with the City of Yountville to serve the immigrant population and Vineyard Worker housing complexes. 2. Evaluate overlap and gaps between member programs. 	N/A
Hold Trades Introduction Program pre-apprenticeship training	5 - Fully implemented	N/A	TBD, depends if the TIP program will be available again.	N/A
Incorporate regional economic/employment activities and improve responsiveness to regional educational needs through WIB involvement and input	3 - Somewhat implemented	While continued integration of WIB is critical to consortium activities and remains one of the most important activities, the WIB is still getting up-and-running so the pace is limited by WIB progress.	Continued direct participation and coordination with the WIB (aka WANB).	N/A
Map adult education services to products, services, outcomes, resources, and understanding who does what best	3 - Somewhat implemented	In process. Other career pathways still to be done; only completed hospitality programming and overall plan to Career Success Network.	A key activity that will continue to be a priority as we move into other planned areas of programming.	N/A

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

Develop programming for K12 Parent Support working with the American Canyon Family Resource Center.

Develop programming for Hospitality working with the Salvation Army.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$2,677,237	\$2,576,447	\$100,790
2016-17	\$2,700,253	\$1,755,718	\$944,535
Total	\$5,377,490	\$4,332,165	\$1,045,325

Please identify challenges faced related to spending or encumbering AEBG funding.

Changes in both the NVAE leadership (July 2016) the NVC leadership (mid-year) impacted spending ability as we had to recalibrate goals.

NVAE seeks to hire additional teachers to fill gaps in offering created by teachers who either retired or relocated. Additional resources are being sought to fill the need for additional programming in 2 career pathways (Hospitality, Health) and in WIOA funded programs. In terms of hiring, the adult ed model continues to be challenging as we cannot offer benefits that are competitive with regular K12 systems.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Funds remain in 2015-16 for Napa Valley College only and are primarily for adult education capital expenditures, already planned.

Section 3: Certification and 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 **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017-18 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 (Required)

A dashed rectangular box containing a handwritten signature in black ink. The signature is a cursive-style name that is mostly horizontal with some loops and flourishes.

Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan