



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

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.

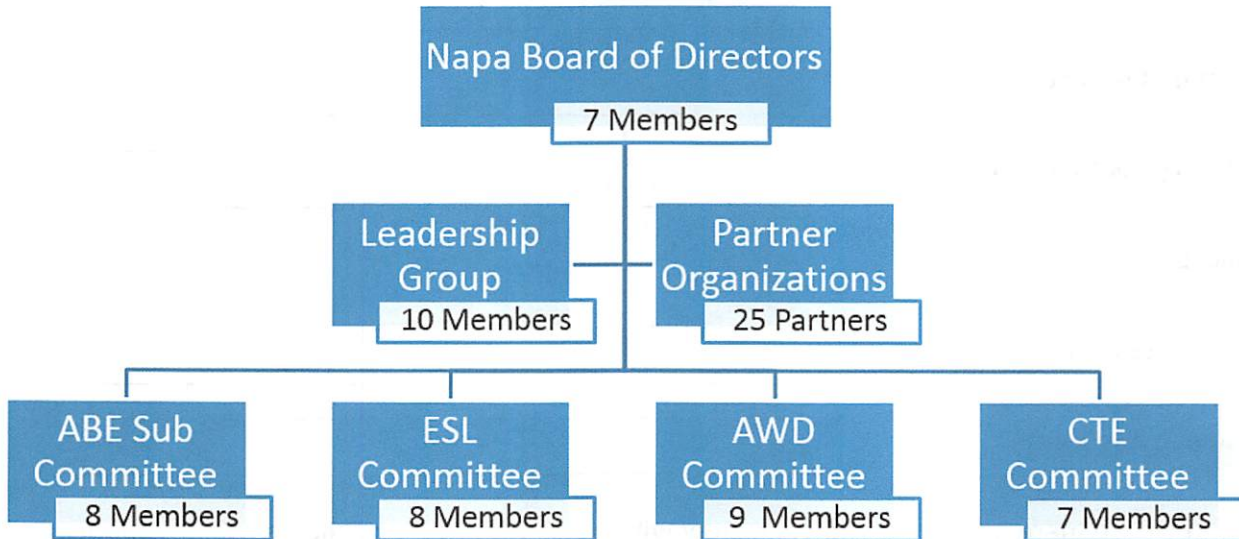
Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Napa Valley USD	Patrick Sweeney	707-253-3511	psweeney@nvusd.org	10/1/2015
Napa Valley USD	Wade Roach	707-253-3533	wroach@nvusd.org	10/1/2015
Napa Valley USD	Rhonda Slota	707-253-3594	rslota@nvusd.org	10/1/2015
Alternate NVUSD	Elena Toscano	707-253-3815	etoscano@nvusd.org	10/1/2015
Alternate NVUSD	Mark Morrison	707-253-3526	mmorrison@nvusd.org	10/1/2015
Napa Valley College	Ron Kraft	707-256-7160	RKraft@napavalley.edu	10/8/2015
Napa Valley College	Terry Giugni	707-256-7155	tgiugni@napavalley.edu	10/8/2015
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Alternate NVC	Greg Miraglia	707-256-7710	gmiraglia@napavalley.edu	10/8/2015
NCOE	Barbara Nemko	707-253-6810	bnemko@napacoe.org	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 (NAAEC) 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

- 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
Increased Access to Services for Up-Valley Residents				
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
Counseling and Student Support				
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
Capacity and Resource Building				
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.

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

- o Expanding utilization of existing regional resources for Adult Education students
- o 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 http://www.napaworkforce.org/	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 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.](#)

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
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.