



Napa Valley Adult Education Consortium
Board Meeting Agenda
August 14, 2017

- I. Welcome
- II. Establish Quorum
- III. Approve August Minutes - **Attachment I**
- Iç. Public Comment (10 minutes)
- ç. Action Items:
 - a . New Board Member
 - b . Action Item: Annual Plan – **Attachment II**
- çI. Information/Discussion Items:
 - a . Hospitality Pilot Wrap-up
 - b . Handling shared resources - invoices
- çII. Board meeting schedule for the 2017-18 year

All attachments in dropbox at

<https://www.dropbox.com/sh/iet74ss6lf93psq/AABuqPIJixHTOJbHFsbIKUuba?dl=0>



ATTACHMENT I
Napa Valley Adult Education Consortium
Board Meeting Minutes
June 19, 2017
NVC Library Room 1763 4:30 PM

Board Members Present: Patrick Sweeney, Superintendent, Napa Valley Unified School District; Robert Parker, Vice President of Administrative Services, Napa Valley College; Wade Roach, Assistant Superintendent of Business Services, Napa Valley Unified School District; Erik Shearer, VP of Instruction, Napa Valley College; Barbara Nemko, Superintendent, Napa County Office of Education

Absent: Ronald Kraft, President, Napa Valley College; Elena Toscano, Assistant Superintendent of Instruction, NVUSD

Other: Cathy Balach, Project Manager, Lori-Leanne parris, Principal, Napa Valley Adult Education; Mechele Manno, Associate Dean, Napa Valley College

Minutes: Lori Wood, Napa Valley Adult Education

I. Welcome

Patrick Sweeney called the meeting to order at 4:35 PM.

II. Establish Quorum

Quorum established

III. Approve April Minutes

Attachment I: Barbara Nemko moved to approve minutes from April 24, 2017 meeting. Patrick Sweeney suggested a change to the minutes to update correct details of Hospitality Program. Cathy Balach will update the minutes from 4/24/17. Robert Parker seconded the motion, with changes as discussed. Motion carried.

1c. Public Comment

none

ç. Financial Update – Attachments II and III

Robert Parker addressed NVC operating expenses. Christina Rivera, new hire for NVC will take up much of the budget remaining from 15-16. Robert will meet with Cathy Balach to discuss remaining budget. NVC has not spent any out of the 16-17 budget to date.

Lori-Leanne Parris reported that Napa Valley Adult Education has spent close to expected amount for 15-16. Estimate of 70% will have been spent by the end of June for 16-17 FY. Adult Education is on track to spend 17-18 funds. Wade Roach asked if Consortium would be penalized for not spending all funds? Cathy Balach said “yes”. Funds need to be spent to receive the same funding year after year.

VI. Hospitality Pilot Update



Patrick Sweeney asked how the current program is going? Lori-Leanne Parris reported the Hospitality Pilot class currently has 11 students enrolled with 12 children utilizing the childcare facilities at NVAE for children up to age 10. Students completed the first week of instruction entirely on the NVAE campus where childcare is available. Michelle Manno shared a recent decision by NVC Dean of CTE not to provide instructors for classes held at NVAE and that any classes taught by NVC should be at NVC. The faculty stated that NVC has childcare available for children up to 5 years and 7 months of age. Packets for childcare enrollment at NVC were made available for current hospitality students, but none were picked up. She indicated that NVC faculty will have to be compensated for classes that were canceled on 6/15/17.

Lori-Leanne Parris suggested the remainder of the Summer Pilot Program in Hospitality finish the next two weeks at NVAE. Discussion of the benefits of exposing students to NVC followed. Barbara Nemko offered ideas to finish out the program to reflect “consortium” as a whole. Patrick Sweeney decided to offer childcare services at NVAE while students could attend NVC on 6/21 and 6/28. Students would experience the NVC college campus and take the Customer Service and Food Handling parts of the class. This way, current students could complete the program and it would still include classes provided by NVC. Erik Shearer extended an offer to explore this option and respond the next day.

Michelle Manno explained details of the curriculum of the three week program, as designed. Barbara Nemko suggested we fix the issue of how to complete the pilot program for the benefit of the currently enrolled students.

VII. Consortium Planning

1. Discussion of consortium direction

Cathy Balach posed the question- how are we functioning? Are the groups on the same page? Should there be less frequent meetings? Shared programming? All consortiums are hitting challenges across the state. How can we find a way to keep working together and stay community focused. Workgroups are not successful due to understaffing and different organizational goals. Attendance is not required by NVC. Need to rethink how to work together. Difficult due to teachers and staff being paid differently at each site. Options for a 3-4 hour retreat attended by all board members was discussed. Possible dates: July 28 or August 7 @ NCOE. Patrick Sweeney proposed that Cathy Balach stay on as Project Manager through December, 2017.

2017-18 board meeting schedule/plan

Cathy Balach reminded board members of upcoming due dates listed below. Next meeting will be a 3-4 hour retreat to discuss vision of the board for 17-18. Board meeting schedule will be decided at the retreat.

VIII. Adjournment

Barbara Nemko motioned to adjourn. Wade Roach seconded the motion. Motion was unanimously approved at 6 PM.



ATTACHMENT II
Napa Valley Adult Education Consortium
Draft Annual Plan 2017-18

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)

In 2016-17, Napa Valley Adult Education Consortium primary focus sharpened to new joint career programming, as well as expanded program availability. This is consistent with the consortium's emphasis on career preparation and support.

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:

- Create a mutually agreed upon Adult Learner Plan to capture SMART Goals for every student. (Clear Student Learner Goals).
- Create "Infographs" to support Pathways and touchpoints(NVC/NVAE) for counselors to share with students.
- 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.



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.

1. Sufficient availability of classes that meet basic adult education needs for adult learners.

Reason: In part, there were fewer programs and courses targeting the AEBG student at NVC. With a change in AEBG leadership, non-credit curriculum development is underway, which has taken time for local and state approval processes. 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 offer increase the number of classes, flexible scheduling and content with specific curriculum.

How do you know? What resources did you use to identify these gaps?

1. Mutually-funded joint Counselor follow-up with students and 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.

How will you measure effectiveness / progress toward meeting this need?

Please be sure to identify any local indicators planned for measuring student progress.

- # of students served overall
- # of classes added
- # of High School Equivalency tests given

2. Geographic Accessibility. Need to expand classes to more remote parts of the region, namely up-valley (Calistoga), and south county (American Canyon).

Need to overcome transportation barrier: mileage from Calistoga to services (NVC's Upper Valley Campus (UVC)=10 miles / NVAE & NVC=30 miles) and from American Canyon to Napa services (NVAE & NVC = 9 miles).

Reason: Primary two member organizations within 5 miles of each other, creating a natural centralization of adult education.

How do you know? What resources did you use to identify these gaps?

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 and Calistoga civic leaders.

How will you measure effectiveness / progress toward meeting this need?

Please be sure to identify any local indicators planned for measuring student progress.

of classes and students served up-valley

of classes and students served in south county

3. **Comprehensive student support systems** – supports for adult learners, especially counselors and access to community resources.

Reason: Building student support systems is an ongoing process. One counselor has been hired, but more are needed.

How do you know? What resources did you use to identify these gaps?

Student demand for counseling. Student demand for childcare resources and ongoing support services.

How will you measure effectiveness / progress toward meeting this need?

Please be sure to identify any local indicators planned for measuring student progress.

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

4. **Career education targeted at helping adults prepare for regional high-demand careers and improve current careers.**

Reason: Little past adult education targeted programs at the college. NVAE had limited career education due to the elimination of problematic partnerships.

How do you know? What resources did you use to identify these gaps?

1. Analysis of North Bay LMI information, including industry sectors by total openings, unemployment rates and populations in Napa as well as surrounding counties, and annual openings by top occupations.
2. 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.

How will you measure effectiveness / progress toward meeting this need?

Please be sure to identify any local indicators planned for measuring student progress.

of additional classes to support career pathways

of students served in those pathways



5. 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.

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.

How do you know? What resources did you use to identify these gaps?

Comparisons to other regions - i.e. number of transitions between organizations.

How will you measure effectiveness / progress toward meeting this need?

Please be sure to identify any local indicators planned for measuring student progress.

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



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.

- 1.** Expand health career education.
- 2.** Expand geographic programming up-valley to include ESL, ASE, and other career workshops.
- 3.** 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).
- 4.** Expand partnerships to better reach/serve remote locations. This includes leveraging Yountville Elementary School (NVUSD) partnership for a new ESL class, the American Canyon Family Resource Center, and other schools.
- 5.** Consider additional counseling/advising and student support resources. Explore how NVC and NVAE counselors can support district outreach and offer support in the region's more remote/underserved areas.
- 6.** Explore options for hiring local up-valley teachers to supplement the need for instructors at NVAE in expanding up-valley classes.



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.

2015-16 Strategy

Schedule College Placement Tests onsite at NVAE

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

TTC Coordinated visited NVAE Spring 2016. Ongoing has not been scheduled due to change of TTC Coordinator and supervising Vice President.

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”

- Joint Counselor to assess feasibility
- Determine ESL transition (cut scores) scores between NVAE and NVC

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Develop shared activities and events schedule for counseling and support services

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

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

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”

Assess stats of graduates applying to college and plan next year's shared activities.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy



Develop Common Referral procedures/system

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Joint Counselor hire has made this connection, but different organizational systems have made adoption of the counselor as a resource very slow until recently.

Formalized procedures are under development.

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”

Establish transition levels for ESL (clear placement/referral guidelines).

Establish procedures.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Identify foundations classes in English and Math that will facilitate entry into vocational training program or college entry

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Attempted Skill Building classes - low attendance.

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”

Create an independent study option.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Evaluate and scope internship/job placement program for vocational programs

To what extent have these strategies been implemented?

3 – Somewhat Implemented

What challenges prevented full implementation?

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.

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”

Begin evaluation of internship opportunities in the health programs.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Pilot dual enrollment classes at NVAE

To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

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.

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”

None.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Develop NVC College prep class at NVAE

To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

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.

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”

None.



What state support would be most helpful to fully implement this strategy?
N/A

2015-16 Strategy
Articulate courses in Computer & Business and Health Occ Pathway

To what extent have these strategies been implemented?
2 – Mostly not implemented

What challenges prevented full implementation?
Class 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.

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"
None.

What state support would be most helpful to fully implement this strategy?
N/A

2015-16 Strategy
Expand job placement program

To what extent have these strategies been implemented?
3 – Somewhat implemented

What challenges prevented full implementation?
Limited industry participation in placement opportunities.

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"
Intervention strategies might include

- involving industry partners in CTE curriculum development to improve students job placement.
- Collaborating more with the Workforce Alliance One-Stop, NVC program coordinators, and other community partners regarding grants and job opportunities.

What state support would be most helpful to fully implement this strategy?
N/A

2015-16 Strategy



Expand Career Academy and integrate NVAE career workshops to other NVAE classes, for career education cross-pollination

To what extent have these strategies been implemented?

5 – Fully implemented

What challenges prevented full implementation?

N/A

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”

N/A

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Expand classes incl. ABE/HSE/HSD/ESL levels and options

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

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, takes time.

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”

Continue to add additional classes in 2017-18.

What state support would be most helpful to fully implement this strategy?

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.

1. Offer joint career pathway program opportunities in hospitality.
2. Identify and develop comprehensive transition plan to assist students to college.
3. 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).
4. 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.

2015-16 Strategy

Incorporate LRNS class material and contextualized curriculum into career pathways/career academy

To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

Deemed not appropriate for the consortium's goals, as it is a college program operated by faculty.

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"

None.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Develop a Fast-Track Math (1 Unit) for Health Occupations students at NVC

To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

Consortium decided to focus on Hospitality only for 2016-2017.

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"

The need for this class is yet to be determined.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Develop math and English refresher classes at NVC for pre-assessment



To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

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.

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”

Expand noncredit math and English classes at NVC.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Develop Contextualized Curriculum Pilot in Health Occupations

To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

Consortium decided to focus on Hospitality only for 2016-2017.

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”

Will evaluate possible offerings in health occupations in 2017-18.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Develop and launch accelerated CTE courses leading to stackable certificates, informed by industry information

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Consortium decided to focus on Hospitality only for 2016-2017.

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”



Additional stackable certificates will be developed in 2017-18.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Offer workforce placement skills class

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Resource constraints.

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”

Exploring possible class offerings in 2017-18.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Pilot iBEST program in a CTE industry area

To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

College has decided it is not a model it will use; WoW has been college focus.

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”

None.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Develop contextualized math class for business & office program

To what extent have these strategies been implemented?

3 – Somewhat implemented



What challenges prevented full implementation?

NVAE incorporated math workshops into Account Clerk training program.

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”

Additional contextualized math material to be developed in the co-enrolled Business & Computer program to be developed in 2017-18.

What state support would be most helpful to fully implement this strategy?

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).

1. Integrate New World of Work Training (per recent professional development) into Soft Skills content offerings throughout CTE/ASE/ABE/ESL programs.
2. 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.

2015-16 Strategy

Adult Education Conference Attendance (CCAIE, AEBG events)

To what extent have these strategies been implemented?

5 – Completely implemented

What challenges prevented full implementation?

N/A

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”

Explore continued needs/plans for 2017-18.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Host a workforce/market outlook training in conjunction with WIB

To what extent have these strategies been implemented?

2 – Mostly not implemented

What challenges prevented full implementation?

Consortium currently works with WIB and part of regular planning meetings, but WIB still under formation, not feasible.

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”

Plan activities with WIB in 2017-18.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Continue working with Professional Learning Communities



To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

Deemed not feasible for shared professional development.

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”

None.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

ESL Training

To what extent have these strategies been implemented?

2 – Mostly not implemented

What challenges prevented full implementation?

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.

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”

None.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Joint training of bilingual counselors at NVC and NVAE

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Shared counselor was introduced to NVC counterparts and will continue to improve the process.

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”

None.



What state support would be most helpful to fully implement this strategy?
N/A

2015-16 Strategy
Burlington English Demonstration

To what extent have these strategies been implemented?
4 – Mostly implemented

What challenges prevented full implementation?
Used only at NVAE

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”
None.

What state support would be most helpful to fully implement this strategy?
N/A

2015-16 Strategy
Close Reading for both ESL and ASE teachers

To what extent have these strategies been implemented?
2 – Mostly not implemented

What challenges prevented full implementation?
This activity was discontinued in 16-17 due to WASC, AEBG and other activities.

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”
None.

What state support would be most helpful to fully implement this strategy?
N/A

2015-16 Strategy
CASAS training for counselors to interpret CASAS results

To what extent have these strategies been implemented?
4 – Mostly implemented



What challenges prevented full implementation?

NVC is in the implementation stage of CASAS and TPE.

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”

Additional in-house training of CASAS at NVC is needed to support roll-out.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

iBEST contextualized learning training

To what extent have these strategies been implemented?

2 – Mostly not implemented

What challenges prevented full implementation?

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.

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”

None.

What state support would be most helpful to fully implement this strategy?

Regional training focused on best practices for teaching adult learners.

2015-16 Strategy

Adults with Disabilities Training

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Special Ed training system for NVAE instructors thus far only.

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”

College training as shared PD planned for 2017-18.

What state support would be most helpful to fully implement this strategy?

Regional training focused on best practices for teaching adults with disabilities.



2015-16 Strategy

Contextualized Curriculum Training

To what extent have these strategies been implemented?

4 – Mostly implemented

What challenges prevented full implementation?

Collaboration in this area still to be determined.

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”

Incorporate WOW into programming.

What state support would be most helpful to fully implement this strategy?

Regional training focused on best practices for teaching adult learners.

2015-16 Strategy

Career Pathway Training

To what extent have these strategies been implemented?

5 – Fully implemented

What challenges prevented full implementation?

None.

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”

N/A

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Teacher training on practices specifically targeting the AEBG population

To what extent have these strategies been implemented?

3-Somewhat implemented

What challenges prevented full implementation?

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.



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”
None.

What state support would be most helpful to fully implement this strategy?
Regional training focused on best practices for teaching adult learners.

2015-16 Strategy Andragogical Instructional Methodology Training (Adult Learning Theory)

To what extent have these strategies been implemented?
5 – Fully implemented

What challenges prevented full implementation?
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.

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”
None.

What state support would be most helpful to fully implement this strategy?
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.

2015-16 Strategy

Create industry-specific workforce course opportunities for training to target immigrant populations

To what extent have these strategies been implemented?

1 – Not at all implemented

What challenges prevented full implementation?

Other priorities pushed this to 2017-18.

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”

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.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Hold Trades Introduction Program pre-apprenticeship training

To what extent have these strategies been implemented?

5 – Fully implemented

What challenges prevented full implementation?

N/A

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”

TBD, depends if the TIP program will be available again.

What state support would be most helpful to fully implement this strategy?

N/A



2015-16 Strategy

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)

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Existing structures, different systems.

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”

1. Continue offering co-branded career programming as Career Success Network.
2. Agree and develop key shared collateral.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Map adult education services to products, services, outcomes, resources, and understanding who does what best

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

In process. Other career pathways still to be done; only completed hospitality programming and overall plan to Career Success Network.

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”

A key activity that will continue to be a priority as we move into other planned areas of programming.

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Incorporate regional economic/employment activities and improve responsiveness to regional educational needs through WIB involvement and input

To what extent have these strategies been implemented?



3 – Somewhat implemented

What challenges prevented full implementation?

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.

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”

Continued direct participation and coordination with the WIB (aka WANB).

What state support would be most helpful to fully implement this strategy?

N/A

2015-16 Strategy

Address some of the geographic educational gaps through co-location

To what extent have these strategies been implemented?

3 – Somewhat implemented

What challenges prevented full implementation?

Continue developing partners to better serve remote areas is a long-term activity.

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”

1. Continue to exploring partner opportunities for co-located classes with partners such as American Canyon Family Resource Center (for K12 Parent Support) and the 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.

What state support would be most helpful to fully implement this strategy?

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.



1. Develop programming for K12 Parent Support working with the American Canyon Family Resource Center.
2. Develop programming for Hospitality working with the Salvation Army.