

Butte-Glenn Adult Ed Consortium

Grant # 13-328-004

Regional Final Comprehensive Report

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Butte Glenn Adult Education Consortium

Regional Comprehensive Plan – Final Report

Overview of Consortium

Member Organizations

As indicated in the original Butte-Glenn Adult Education Consortium Plan submitted to the State, members of the Butte-Glenn AB 86 Adult Education Consortium have been identified as:

- Biggs Unified School District
- Butte-Glenn Community College District (elected fiscal lead)
- Chico Unified School District
- Gridley Unified School District
- Hamilton Unified School District
- Oroville Union High School District
- Paradise Unified School District
- Princeton Joint Unified School District
- Stony Creek Joint Unified School District
- Willows Unified School District

The College District (Butte College) and the Consortium member school districts listed above have a long history of successful collaborative relationships in the implementation of Career Technical Education (CTE) collaborative projects, 2+2 articulation agreements, and other collaborative grant initiatives. Additionally, Butte College works closely with all school districts in the Butte-Glenn County service area.

Partner Organizations

The definition of a Consortium member is in part determined through legislation and further refined by each individual Consortium. As directed by the AB86 legislation, county offices of education are considered partners. The Butte–Glenn Consortium further defined a partner as any agency or group that offers Adult Education classes in one of

the five categories set forth in AB 86 legislation and receives some public funding to operate a program.

Partners that regularly attended meetings and participated in the development of this plan include:

- Alliance for Workforce Development (AFWD)
- Butte Community Based Coalition
- Butte County Behavioral Health
- Butte County Employment Center
- Butte County Library
- Butte County Office of Education
- Butte County Sheriff
- California Human Development – Chico Farmworker Service
- California Vocations
- Caminar
- Department of Employment and Social Services, Butte County
- Far Northern Regional Center
- Glenn County Health and Human Services
- Glenn County Office of Education
- Glenn County Sheriff
- Mains'l Services
- North Central Counties Consortium
- Northern Rural Training and Employment Consortium (NoRTEC)
- Willows and Orland Libraries
- Work Training Center

Shared Leadership Strategies

In the Leading by Convening model, the development of the Partnership Way describes a habit of practice in which groups of people come together around shared concerns or problems of practice that they want to resolve. This is called *Coalescing Around Issues*. Inherent around an issue is commonality of need, commonality of purpose and commonality of action. This focuses on inclusion of multiple partners who come from differing and unique roles and bring perspectives to the issues or problem. Thus, a co-chair leadership style was employed that provides for diverse access from diverse stakeholders in a large area of representation.

This role of fiscal chair was determined and acted as the representative to the planning group and advised them of all matters related to fiscal compliance, fiscal status, resource access and fiscal reporting. This co-chair authorizes expenditures and oversee budget for the committee.

The co-chairs from Butte and Glenn Counties have a leadership role in recruiting, accessing and guiding members and partners of the Consortium in their respective areas. These co-chairs are the local contact and are responsible to gather resources, personnel and strategic data that are included in the development of the Consortium structure.

This decision-making process is based on Robert's Rules of Order and follow elements of the Brown Act as it pertains to:

- Publicizing meetings
- Maintaining of minutes
- Majority vote approval by members present
- Budget reporting

All matters that require action on committee policy or fiscal expenditures will come to the committee at a regularly planned and publicized meeting, having been agendized, and opened for discussion to the Consortium or committee members.

Each area co-chair will provide written reports, documentation, new member information, etc., to the regularly scheduled meeting of the Consortium members.

The Consortium members may form and convene advisory groups that represent various constituencies, communities, stakeholders or community based organizations as necessary to provide access and input to the educational process.

The Consortium received input through face-to-face meetings and email. An email listserv was developed and continually added to for the sharing and editing of Consortium documents that will be included in the plan. In addition, a website was developed and all

documents from meetings and regional plans to date were posted under the resources section. www.butteglennadulted.org

Description of Planning Process

It was determined at the initial planning meeting that the Consortium will be co-chaired by individuals from each county and Butte-Glenn Community College District who will be responsible for the oversight of the project. The three representatives identified were Jess Modesto from Glenn County Office of Education, Jeff Ochs from Oroville Union High School District, and Tessa Miley from Butte College.

As fiscal chair, Tessa Miley will act as the representative to the planning group and advise them of all matters related to fiscal compliance, fiscal status, resource access and fiscal reporting. The fiscal chair will authorize expenditures and oversee the budget for the committee. In addition, the fiscal chair will be responsible for the timely submission of required reports.

The Butte and Glenn County co-chairs will have the responsibility for representing the adult education interests of their respective counties. They will coordinate the activities of the Consortium members in their respective areas, including identification of current adult education program offerings and assessment of adult education needs. These co-chairs will also identify potential partners that are interested in joining the Consortium to increase access to adult education for all community members. They are also the local contact for identification of resources and gathering of strategic data.

In addition to the co-chairs, the Consortium may require the assistance of an external assessor and support staff. The external assessor will be responsible for conducting a comprehensive evaluation of the adult education programs offered within the region. The support staff will be utilized by the fiscal chair for basic activities such as meeting coordination, minute taking, and communication with Consortium members and partners. Butte College will also access their extensive network of internal and external subject matter experts as necessary for project success.

All Consortium members and identified partners will have an active role in the planning process. They will be involved in the identification of current adult education offerings as well as the assessment of community adult education needs. All tables from Appendix C: Template for Regional Comprehensive Plan will be on the website for Consortium members and partners to provide feedback.

Communication Plan

Communication within the Butte-Glenn AB86 Consortium will be critical to completing the project management plan efficiently and effectively. A majority of the communication will be done electronically through email groups and shared online portals due to the vast geographic area the Consortium covers. A shared Dropbox folder was created to house all the working documents of the application. All Consortium representatives were invited through email to join this folder to be able to view the shared files. Once the Project Management Plan is finalized by Consortium members, a copy of the plan will be shared with each organization and will also be posted on a website dedicated to this project.

One of the outreach strategies implemented at the first meeting of the Consortium members was a brainstorming session on what agencies should be notified about this project and how it could benefit those agencies. This Consortium covers two Northern California counties and several organizations could be affected with this plan. The group created a list consisting of all school districts, county office representatives, Butte College representatives, and social agencies that could give input on the plan. Again, the information developed in this process can be shared through email and posted on the website for all to access.

Objective 1: Current Programs and Services

Butte-Glenn Community College, Oroville Adult Education Center, and Glenn County Office of Education's Adult Education Program are working together to guide the AB86 Butte-Glenn Consortium. Together these agencies provide much of the Adult Education within the two-county geographical region with the goal of providing life-long educational opportunities and support services to all adults. The programs address the unique and

evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. The agencies form a Consortium covering more than 3,000 square miles, yet each maintains a unique county image and brings a particular set of needs and challenges.

Though considered a rural area, Butte County is the more urban of the two counties. Butte County houses the main campus of a two-year community college and a four-year California State University. The majority of the population lives within an urban area (81 percent) and averages 134 people per square mile. Glenn County is a smaller, more rural, farming community with an average of 21 people per square mile. A satellite campus of the community college operates in one of the Glenn County towns. Forty-one percent of the Glenn County population lives in a rural area.

Describing the populations of these counties and their residents is helpful in assessing the needs of the communities. The data gathered and presented here reveal there is a population of adults in both counties that would benefit from additional educational services falling into the proposed AB86 Adult Education categories.

Demographics: Population

According to 2014 California Department of Finance estimates, approximately 260,669 residents reside in the Butte-Glenn Consortium service area: 222,316 in Butte County and 28,353 in Glenn County¹. The service area population shows a 9% increase when compared with the previous year's (2013) Department of Finance results, with a slightly higher increase seen in Butte County.

Figure 1 provides service area population estimates by county and age group. Adult Education will provide valuable services to the communities as 79 percent of the Butte County population is over 18, and 72 percent of Glenn County residents are adults. In 2012, the median age was 37.1 in Butte County and 36.4 in Glenn County. The median

¹ California Demographics.com, Butte and Glenn County demographics

age in both counties is increasing steadily. In 2000, the median age was 36 in Butte County and 35 in Glenn County.

Figure 1: Service Area by Community and Age Percentiles, 2014

Community	Age				Total Number
	% Preschool Age (0-4)	% School Age (5-18)	% Adult (18-64)	% Retirees (65 +)	
Butte County	6%	15%	64%	15%	222,316
Glenn County	8%	20%	59%	13%	28,353
Service Area Avg.	7%	18%	62%	14%	250,669

Source: State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2014

Demographics: Household and Family Characteristics

Figure 2 displays household and family characteristics of service area residents, including the number of households and families by type.

Figure 2: Household Characteristics of Service Area, 2010-12 Estimates

Household Characteristics	Butte County	Glenn County	Service Area Total
Total households	84,421	9,577	93,998
Household population	214,897	27,728	242,625
Households with one or more people under 18 years	22,962	3,486	26,448
Families	51,159	6,617	57,776
<i>Families with own children under 18</i>	20,345	2,911	23,256
Married-couple families	36,554	4,836	41,390
<i>Married-couple families with own children under 18</i>	12,325	1,848	14,173
Male householder, no wife present, family	4,896	699	5,595
<i>Male householder with own children under 18</i>	2,532	249	2,781
Female householder, no husband present, family	9,792	1,182	10,974
<i>Female householder with own children under 18</i>	5,487	804	6,291
Grandparents responsible for grandchildren	2,046	302	2,348
Non-family households	33,261	2,959	36,220
Householder living alone	24,566	2,346	26,912
65 years and over	9,877	2,604	12,481

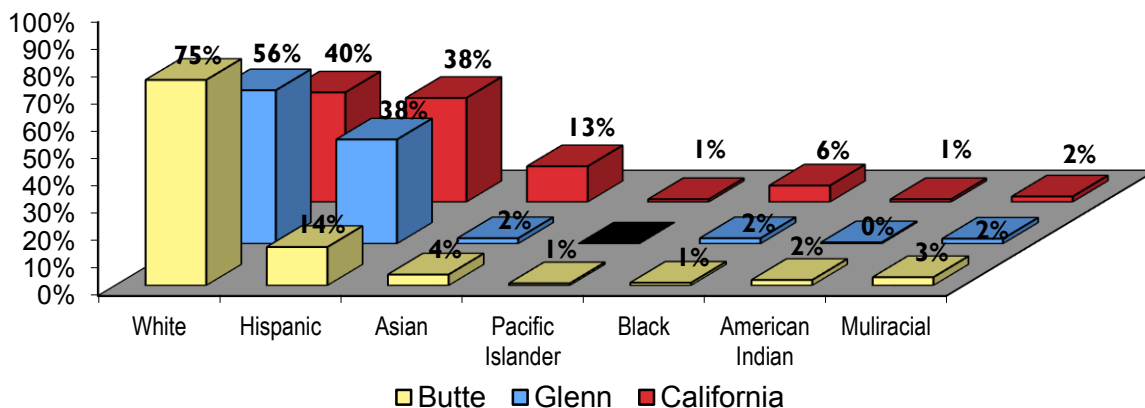
Source: U.S. Census Bureau, 2011 American Community Survey

In 2011, 61.5 percent of households were comprised of families (60.6 percent in Butte County and 69.1 percent in Glenn County). Of families, 24.7 percent had their own children under age 18 (24.1 percent in Butte County and 30.4 percent in Glenn County). Of single parent families, there were nearly twice as many female households (66.2 percent in service area) than male households (33.8 percent in service area). In 2011, the average household size was 2.55 in Butte County and 2.9 in Glenn County². The average family size was 3.09 and 3.48 in Butte and Glenn Counties, respectively.

Demographics: Ethnicity

The following section identifies the ethnic makeup of Consortium area residents.

Figure 3: Ethnicity of Service Area Residents, 2010



Source: State of California, Department of Finance, Race / Ethnic Population Totals, 2010–2060

Figure 3 presents 2010 data showing Butte County had a greater percentage of White residents (75 percent) than Glenn County (56 percent) and the statewide average (40 percent). The Hispanic population in Butte County was 14 percent, lower than the statewide average, while Glenn County’s Hispanic population was 38 percent, the same as the statewide percentage. Both Butte (1 percent) and Glenn (2 percent) Counties have

² California Department of Public Health, Vital Statistics

a smaller percentage of Black individuals than California (6 percent). Also, Butte County has a greater Asian population (4 percent) than Glenn County (2 percent). The diverse ethnic makeup of service area residents is an important factor to consider in the delivery of Adult Education services.

Other findings from the 2011 American Community Survey that could impact Adult Education service delivery include:

- 17,340 or 7.8 percent of Butte County residents are foreign born.
- Glenn County has a total of 4,358 (15.6 percent) residents who are foreign born.

Demographics: Languages Spoken

Figure 4 displays common languages spoken at home for the population ages five and older by county. The majority of residents in both counties speak English, with Butte County having a higher percentage of 86 percent compared to Glenn County’s 69 percent. Glenn County has a larger population of non-English speakers and of those non-English speakers, 13 percent speak English less than “very well.”

Figure 4: Languages Spoken at Home for Service Area Residents

Source: U.S. Census Bureau, 2012 American Community Survey

Common Languages Spoken at Home	Butte County		Glenn County	
	#	%	#	%
English Only	180,361	86%	17,998	69%
Language Other than English	29,361	14%	8,086	31%
<i>Speak English less than "very well"</i>	12,038	6%	3,396	13%
Total Population	209,722	100%	26,084	100%

Figure 5: Common Languages Spoken at Home for Service Area Residents

Common Languages Spoken at Home	Butte County		Glenn County	
	#	%	#	%
Spanish Language	17,639	8%	6,964	27%
<i>Speak English less than "very well"</i>	6,702	3%	3,969	3%
Other Indo-European Languages	3,860	2%	313	1%
<i>Speak English less than "very well"</i>	1,389	1%	100	<1%

Asian/Pacific Islander Languages	7,459	4%	782	3%
<i>Speak English less than "very well"</i>	3,699	2%	570	3%
Other Languages	425	<1%	104	<1%
<i>Speak English less than "very well"</i>	184	<1%	7	<1%

Source: U.S. Census Bureau, 2012 American Community Survey

Figure 5, above, further breaks out the English proficiency of those non-English speakers shown in Figure 4. Data is categorized by the most common language spoken by non-English speakers.

Spanish is the most common language spoken by the non-English speakers in both Butte and Glenn counties; eight percent of the Butte residents and 27 percent of Glenn residents speak Spanish. Each county reflects three percent of these Spanish speakers classify themselves as speaking English less than very well. These statistics point to the need for instruction in English as a Second Language (ESL) for English Language Learners (ELL) in both counties.

English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. There are a considerable number of ESL students in classrooms today, causing a strong need for additional programs and services. According to kidsdata.org (Lucille Packard Foundation), English Language Learners in county public schools comprised 9.8 percent of the population in Butte and 22.8 percent of the population in Glenn County in 2012. Spanish speakers accounted for 6.3 percent of the English Language Learners in Butte County and 21.6 percent in Glenn County.

Demographics: Citizenship and Literacy

The United States has a long history of welcoming immigrants from all over the world. America values the contributions of immigrants who continue to enrich this country and preserve its legacy as a land of freedom and opportunity. Individuals seeking citizenship are asked to show their commitment and loyalty to this country by participation

in a naturalization test. According to the Code of Federal Regulations, Title 8, Part 312, persons seeking to become citizens of the United States must meet educational and literacy requirements:

- No person shall be naturalized as a citizen of the United States upon his or her own application unless that person can demonstrate an understanding of the English language, including an ability to read, write, and speak words in ordinary usage in the English language and
- A person must demonstrate a knowledge and understanding of the fundamentals of the history, and of the principles and form of government, of the United States.

In order to fully understand the needs for Adult Education in the category of “classes and courses for immigrants eligible for educational services in citizenship,” it is important that individuals seeking naturalization be included in the assessment. One could assume these individuals would make up the core participants in a citizenship class. Figure 6, below, displays the number of individuals that requested legal permanent residence over a five-year period.

Figure 6: Residency status Requests processed for legal permanent residence

County	Number requesting legal residency					
	2008 #	2009 #	2010 #	2011 #	2012 #	Annual Avg. 1984-2012
Butte County	381	318	254	233	275	316
Glenn County	79	82	65	90	115	81
Totals	460	400	319	323	390	397

California Department of Finance, Immigration 1984-2012

The ability to read, write, and speak English is a fundamental prerequisite for the integration of immigrants into California’s workforce and society. Limited English skills are associated with low-wage jobs; nearly two-thirds of low-wage immigrant workers have limited English proficiency. According to the National Assessment of Adult Literacy, more than 22,200 people in Butte and Glenn Counties lack basic prose literacy skills. As of 2012, according to

the Catholic Charities of California, Glenn County’s illiteracy rate was 21.9 percent and Butte County’s was 11.1 percent. There is clearly a need for literacy instruction in our region. Butte-Glenn Community College, Oroville Adult Education Center, Glenn County Office of Education’s Adult Education Program, and other local agencies are addressing the literacy needs of adults, but these are relatively small efforts that need to be supplemented.

Demographics: Employment, Income and Poverty Status

Employment status for the service area population of Butte and Glenn Counties (ages 16 and older) is presented in Figure 7, below. Residents included in the labor force category consist of those in the civilian labor force and in the armed forces. Residents classified as unemployed include people who were: (1) neither “at work” nor “with a job but not at work” during the reference week, (2) looking for work during the last 4 weeks, and (3) available to start a job. Residents classified as not in the labor force include those not presently looking for work (e.g., students, homemakers, retired workers, seasonal workers interviewed in an off season who were not looking for work, institutionalized people), and people doing only incidental unpaid family work.

Unfortunately, data surrounding Glenn County’s labor force was not readily available. Although Glenn County has much to offer agriculturally, it has fewer industrial employment opportunities than Butte County.

Figure 7: Employment Status by County, 2012

Employment Status	Butte County		Glenn County	
	#	%	#	%
In Labor Force	101,652	56	Not available	
<i>Employed (Civilian labor force)</i>	86,165	47	Not available	
<i>Unemployed (Civilian labor force)</i>	15,249	8	Not available	
<i>Armed Forces</i>	238	<1	Not available	
Not in Labor Force	80,799	44	Not available	
<i>Total Population Over Age 16</i>	182,451	100	Not available	

Source: U.S. Census Bureau, 2012 American Community Survey

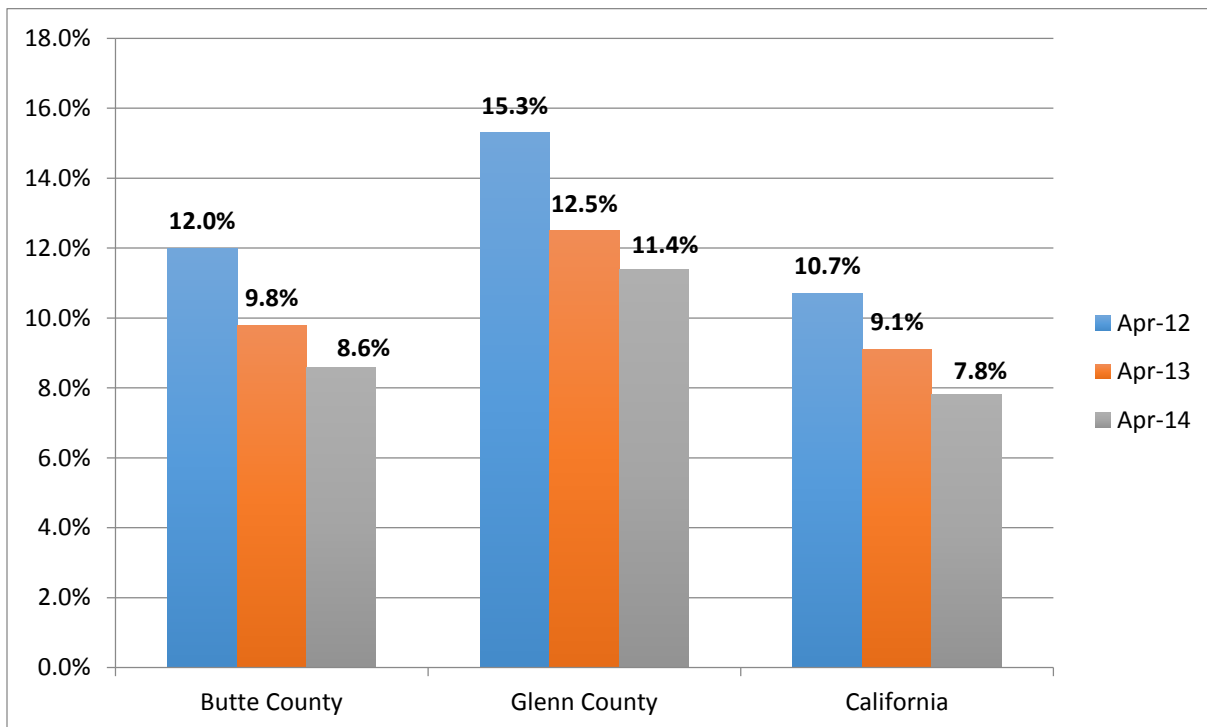
Figure 7 reflects that the majority of Butte County residents were employed in 2012. However, a large percentage of the population remains unemployed, a factor that must

be considered when contemplating the future of Adult Education.

The amount of time workers spend commuting is an important indicator of the geographical distribution of workers' residences and their places of work. Travel time may also provide insight into other important community characteristics, such as changes in workforce participation rates. The mean travel time to work is 19 minutes in Butte County and 21 minutes in Glenn County³.

The following chart presents a current and historical picture of unemployment status in the two counties. As of April 2014, the unemployment rate was 8.6 percent in Butte County and 11.4 percent in Glenn County, compared to 7.8 percent in California⁴. Figure 8 also presents the county unemployment rates for the two previous years as compared to the current year.

Figure 8: Unemployment Rate by County April 2012 Compared to April 2013 and April 2014



³ U.S. Census Bureau, 2012 American Community Survey

⁴ U.S. Bureau of Labor Statistics

As illustrated above, in April 2014 the unemployment rate was more than three percent lower in Butte County than in Glenn County and more than one percent higher than the state of California. In April 2014, both the Butte County unemployment rate and Glenn County unemployment rates were higher than the state rate. Historically, the unemployment rate had been increasing but it is now decreasing.

The total number of full-time positions available in Butte and Glenn Counties is decreasing, and current employers are reducing part-time workers' hours. These two factors increase the rate of underemployment. According to the 2011 Gallup Economy report, Californians who worked part-time (for economic reasons) had one of the highest underemployment rates (21 percent or higher). CalWorks recipients in Butte County comprise 3.8 percent of the population, and in Glenn County the rate is 3.7 percent, both higher than the overall state rate of 3.6 percent. A large proportion of these adults would benefit from basic skills, workplace, and ESL instruction that would prepare them to function successfully in the workforce.

Butte County 2012*

85,388 households
52,697 families
\$43,339 median household income
\$57,473 mean household income
\$65,976 mean family income

*Source: U.S. Census Bureau, 2011 American Community Survey

Glenn County 2012*

9,660 households
4,835 families
\$42,641 median household income
\$60,817 mean household income
\$70,845 mean family income

*Source: usa.com

In 2012, the federal poverty level threshold for three people per household (the average household size of service area residents) was \$19,090. In Butte County, approximately 21 percent of families reported household incomes below \$25,000, and nearly one-half (48.6 percent) below \$50,000, cumulatively. Findings were similar in Glenn County with 15 percent of families reporting household incomes at or below poverty level, and nearly one-half (48.7 percent) below \$50,000.

Figure 9: Annual Income for Households and Families, 2012

	Butte*			Glenn**	
	Households %	Families %		Households %	Families %
Less than \$10,000	8.6%	5.4%	Less than \$10,000	6.6%	4.5%
\$10,000-\$14,999	6.9%	3.6%	\$10,000-\$20,000	15.6%	10.6%
\$15,000-\$24,999	14.2%	11.5%	\$20,000-\$30,000	13.9%	11.9%
\$25,000-\$34,999	13.4%	13.4%	\$30,000-\$40,000	12.5%	12.3%
\$35,000-\$49,999	14.3%	14.7%	\$40,000-\$50,000	9.3%	9.4%
\$50,000-\$74,999	17.9%	20.2%	\$50,000-\$75,000	16.9%	19.8%
\$75,000-\$99,999	9.7%	12.8%	\$75,000-\$100,000	11.9%	14.0%
\$100,000-\$149,999	9.0%	10.8%	\$100,000-\$150,000	8.3%	11.1%
\$150,000-\$199,999	3.3%	4.2%	\$150,000-\$200,000	1.6%	2.1%
\$200,000 or more	2.5%	3.3%	\$200,000 or more	3.4%	4.3%
Total	100%	100%		100%	100%

2012 inflation-adjusted dollars

*Butte County Source: U.S. Census Bureau, 2012 American Community Survey

**Glenn County Source: USA.com

The Federal Poverty Level (FPL) is a common indicator of poverty. The FPL guidelines are “updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2).” The 2012 Poverty Guidelines are presented below. 22% of Butte County residents lived in poverty in 2012 and 19% of Glenn County residents lived in poverty in 2012.

Figure 10: 2011 Federal Poverty Guidelines

Persons in Family	Poverty Guideline
1	\$11,170
2	15,130
3	19,090
4	23,050
5	27,010
6	30,070
7	34,930
8	38,890
For each additional person add \$3,960	

Source: Federal Register, Vol. 77, No. 17, January 26, 2012, pp. 4034-4035

The poverty status of the Consortium population by type of household is displayed in Figure 11, below. As illustrated, poverty is highest for families with a female householder only. Poverty is not distributed equally among ethnicities. In Butte County, there is a higher percentage of Hispanic families in poverty than White families.

Figure 11: Poverty Levels for Service Area by Household Type and County

Household Type	Butte			Glenn		
	Population #	Below Poverty #	Below Poverty %	Population #	Below Poverty #	Below Poverty %
All Families	51,159	6,957	13.6			19.1
Married Couple Families	36,554	2,851	7.8			
Families with Female Householder Only	9,792	3,221	32.9			39.3*

Source: U.S. Census Bureau, 2012 American Community Survey

*Source: U.S. Census Bureau, 1990

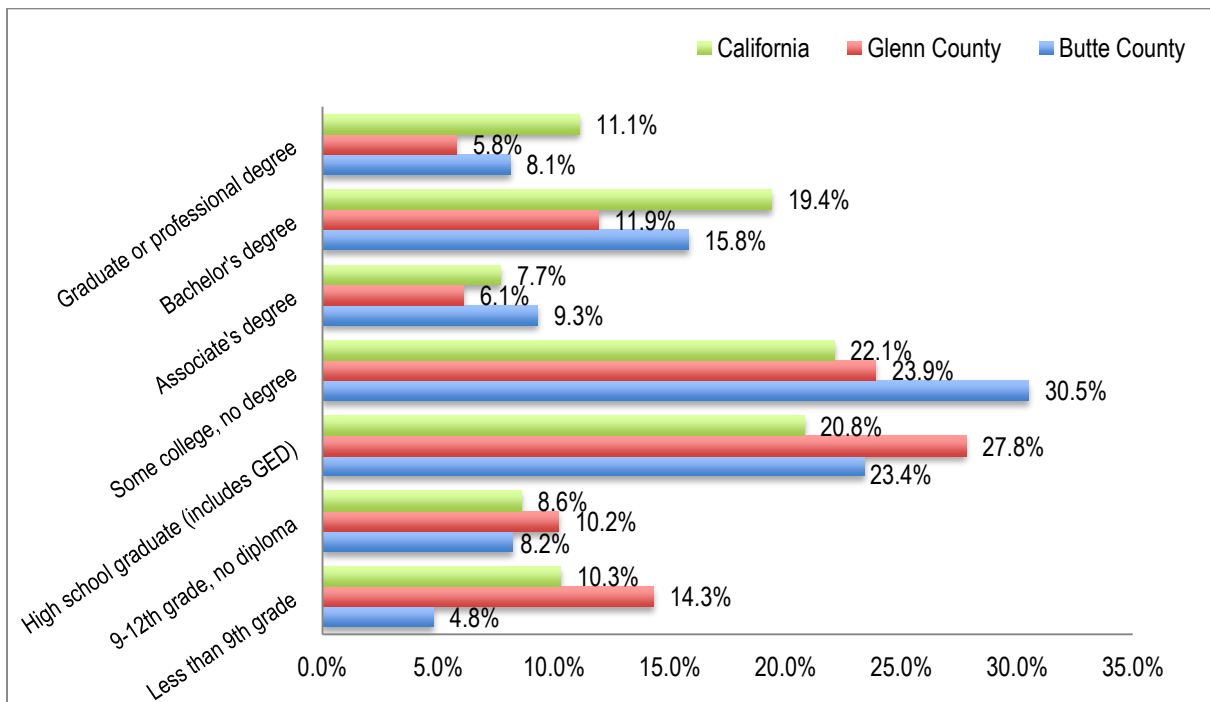
Gray shaded area indicates no data was available

Demographics: Education and Dropout Rates

With the passage of AB86 in 2013-2014, the state budget appropriated \$25 million to the California Community College Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants focused on Adult Education within predefined consortia. The intent of AB 86 is to expand and improve the provision of Adult Education starting with the 2015-16 fiscal year based on the findings from the planning grants.

In order to understand the educational needs of adults in Butte and Glenn Counties, it is important to look at the education levels attained by the respective populations. Nearly 25 percent of Glenn County residents do not have a high school diploma. Of those, 14 percent do not have a ninth grade education which is below the statewide average. Butte County residents have achieved higher levels of education, yet 13 percent of the adult population does not have high school diplomas. The chart below reflects county resident data as well as statewide data for individuals 25 years and older and the level of education attained.

Figure 12 Level of Education for Adults 25 and Older by county and state



Dropping out of high school is associated with negative employment and life outcomes. Students who drop out of high school are unlikely to have the minimum skills and credentials necessary to function in today's increasingly complex and technology-dependent work world. High school completion or equivalency is required for entrance into post-secondary education and is typically a minimum requirement for employment. A high school education leads to higher incomes and occupational opportunities.

According to some reports, individuals who do not earn a high school diploma or equivalency experience increased health risks, including poor mental health.

According to [ChildTrends, Data Bank](#), many youth who drop out of high school do eventually earn a diploma or a GED. One study found that 63 percent of students who dropped out had earned a diploma or GED within eight years of the year they normally would have graduated. Figure 13, below, presents information about dropout rates in the Butte-Glenn Consortium region.

Figure 13: Dropout Rates 2012-13

County/School District	Number Cohort Students	Cohort Dropout Rate
Butte County	2,650	9.3
Biggs Unified	44	13.6
<i>Butte County Office of Education*</i>	2,650	9.3
Chico Unified	1,186	6.5
Durham Unified	91	0
Gridley Unified	182	13.2
Oroville Union High School	599	7.8
Paradise	347	11.8
Glenn County	449	13.4
<i>Glenn County Office of Education*</i>	449	13.4
Hamilton Unified	92	6.5
Orland Joint Unified	151	7.9
Princeton Joint Unified	18	16.7
Stony Creek Joint Unified	unknown	30.0
Willows Unified	127	15.0
Statewide	496,045	11.6

*Per California Department of Education, Data Reporting Office, DataQuest, County Offices of Education (COEs) receive the county-wide rate

Demographics: Adults with Disabilities

In 2012, the overall percentage (prevalence rate) of working age people (ages 21 to 64) with a disability in CA was 8.1 percent. In other words, in 2012, 1,793,900 of the 22,227,700 individuals ages 21 to 64 in CA reported one or more disabilities. In CA in 2012, among the six types of disabilities identified in the ACS, the highest prevalence rate

was for "Ambulatory Disability," 4.1 percent. The lowest prevalence rate was "Visual Disability," 1.5 percent. (Cornell University 2012 Disability Status Report)

With approval from the California Department of Education and a school district's governing board, any district with a secondary school or the county superintendent of schools may establish special classes designed to serve the educational needs of adults with disabilities. These classes can be offered directly through the district or through a contract with other agencies that are certified to offer the classes.

Objective 2: Current Needs

Butte County offers Adult Education classes primarily through Butte-Glenn Community College and Oroville Adult Education Career and Technical Center. The college is committed to serving students with literacy and basic skills needs. The Oroville Adult Education Career and Technical Center (OAE) serves adult students in Oroville and the other communities in Butte County and is the only Adult Education program in Butte County where adults still have the opportunity to take the California High School Exit Exam and earn credits for a high school diploma.

Due to the recession as well as legislative changes, the agencies offering Adult Education were forced to drastically curtail programs and services. Despite these challenges, Butte College and Oroville Adult Education Center serve students in several levels of non-credit ESL courses. These courses prepare students to function in the workplace and to enter developmental reading and writing classes offered. The programs and classes are unique as no other LEAs offer formal full-time ESL programs in any other locations in Butte County. The largest school district in Butte County, Chico Unified School District, relinquished adult programs to Butte-Glenn Community College in 1978. Both Butte College and Oroville Adult Education Center offer certificated programs that require Vocational ESL classes specifically designed for the program, and many students who earned certificates are now employed and/or furthering their education. The ESL program serves immigrants from all over the world. In the past two years, student participants have come from countries on five different continents.

Adult Education in Glenn County is provided through both an Adult Secondary Non Classroom Based Charter School and a County Administered Adult Education Program or CAAEP. The Glenn County Office of Education is the LEA Consortium lead for the Orland Unified School District, Princeton Joint Unified School District, Stony Creek Joint Unified School District and the Willows Unified School District. The Glenn Adult Program has certificated instructors assigned and housed in the North and South County. These are referred to as Career Training and Education Centers or CTEC. Both locations provide ABE, ASE, HSD, GED, ESL (Includes VESL) and EL Civics. Glenn County's central location draws many individuals seeking GED, ESL and HSD instruction from the surrounding areas such as Corning (Tehama County); Chico and Durham (Butte County); Williams, Colusa and Arbuckle (Colusa County).

Many agencies (community-based, government and private) offering Adult Education classes or programs contributed information to start the creation a list of Adult Education options in Glenn and Butte Counties. Systematically locating the agencies, determining their role in Adult Education, and obtaining data specific to their classes proved to be an interesting journey. Different funding streams and agencies under different “umbrellas” led to many challenges and attempts to “speak the same language” and disassemble the overlap of services in the communities. The ultimate goal was to determine who was offering what services to which adult populations. The programmatic differences and language barriers all proved inconsequential to the bottom line: More Adult Education services are needed in Butte and Glenn Counties.

This need for more services was briefly discussed with agencies during the data gathering process as part of the initial communication. The collection of current services was the primary goal with this first contact. More detailed lists of what was missing from the agency’s viewpoint were captured with the next phase of the process. This detailed collection occurred in mid-August 2014 when people returned for the 2014-15 school year.

Objective 3: Seamless Transition

In order to create a seamless transition between educational systems, the Butte-Glenn Adult Ed Consortium proposes an increase of the existing capacity to the currently operating ABE/ASE/HSE programs offered through Oroville Adult Education and Glenn County Office of Education in Elementary and Secondary Basic Skills. Additionally, immigrants eligible for education services in citizenship and ESL would be served through this increased service capacity. An increase in infrastructure, staffing and facilities would allow current Adult Education providers the ability to reach more adults in need of ABE/ASE/HSE and provide more general education preparation courses needed for diploma pre-requisites. Without a diploma students are unable to transition to post-secondary education and training programs. Butte College could also expand Adult Education course offerings on a limited basis.

The Butte-Glenn region currently does not offer any state approved apprenticeship programs. The Consortium believes the addition of apprenticeship programs and additional short-term career technical education programs for employment is important for the Adult Education population in our region. The addition of these programs would provide more options for adult training programs based on local and regional labor market need.

The regional Consortium recognizes employment and training opportunities for Adults with Disabilities needs to be increased. The Consortium proposes an integration of current programs and systems for Adults with Disabilities into employment certification programs. These programs should be included into overall employment preparation. Butte College is currently developing an Occupational Life Skills program that will serve students with disabilities. This program is a collaborative effort between Butte College and the Work Training Center in Chico.

Lastly, the Consortium proposes the creation of a map or flowchart outlining pathways from pre-planning all the way through employment that can easily be navigated by program directors. Included in the map will be providers and eligibility requirements. The MAP will also include course descriptions and contact information for service providers

and will be posted on the Butte-Glenn Adult Education Consortium website.

Objective 4: Address Gaps

Elementary and Secondary Basic Skills

Gaps, in order of priority:

1. Limited number of adult education locations across the entire region
2. Lack of interagency communication and marketing
3. Lack of career and education counseling services for adults.

Gap #1 reflects that there are currently only two centers in the Consortium region that offer ABE/ASE/HSD services. (Butte College offers one GED preparation class per semester in addition to developmental reading, writing, and math classes.) Current Adult Education providers in Butte and Glenn County need to be maintained and allowed to grow to meet the increased need. Additional centers are needed in areas not currently served which require additional facilities, staff, and basic infrastructure as well as advertising and marketing to identify locales and services. Distance learning was offered as one option to defray some of the expense. Start up for these new facilities would require less than a year of time and cost anywhere between one and three million dollars. The current programs need to be restored to the 2007 funding levels and augmented to serve the identified need. Districts within the Consortium that have high schools should be the parties working towards addressing the gap. Social service agencies and libraries that have literacy programs would also be important players. The creation of additional centers would result in increased high school diploma rates and ultimately decreased unemployment rates.

Gap #2 indicates more interagency communication and marketing is needed. It is critical that a contact person/people have thorough understanding of all the course offerings throughout the Consortium and the nuances associated with each of the courses in order to provide the best fit for each potential student. Counseling plays a critical role in this component. Student eligibility and levels need to be understood to ensure success and

this can only be accomplished if communication and marketing is shared with all others within the Consortium. This includes all school districts and social service agencies in the Consortium. An information clearing house or website was offered as a solution to address this gap in addition to having counselors and social worker available for information sharing. It is crucial that a key point of contact be located at each agency involved. A one-time, upfront maintenance fee of \$100,000 was proposed to implement this vision. The implementation of this strategy would yield increased Adult Education enrollment numbers within the Consortium.

The lack of career and education counseling services for adults was the focus of Gap #3. Addressing this gap requires additional counselors, current information from all Consortium members and partners surrounding the services they offer, and assessing the industry needs in the two county Consortium. Counselors or key informants would need to possess the skills to answer the following questions:

- What is the eligibility for all Consortium programs?
- What program is the most appropriate for a student?
- Are scholarships available?
- What are the costs associated with the program?

Immigrants Eligible for Education Services in Citizenship and English as a Second Language

Seven identified gaps all of equal importance:

1. ESL programs and services available in all local communities in Butte and Glenn counties, including Durham, Biggs, Paradise, and college centers
2. Professional development for Adult Education teachers at all levels in Butte and Glenn counties
3. Programs advertised widely using means besides print: radio, TV, billboards. Agencies should be aware of what others are offering. Develop a comprehensive website.
4. Clear, well-articulated pathways from Adult Education and ESL to next steps, such

as careers, academic community involvement

5. Necessary program support: child care, links to social service agencies, testing centers, transportation, and food service
6. Computer literacy and distance learning
7. Program development in family literacy/services to incarcerated adults/citizenship

Determining the costs for implementation each of these gaps proved to be a noteworthy task. Ultimately, it was decided that the gaps numbered above as 1, 2 and 6 would require one million dollars each; gap #3 would need between \$100,000 and \$250,000; gap #4 requires \$500,000; gap #5 was estimated to be two million dollars; and, gap #7 was not determined. All the tasks associated with addressing these gaps would take approximately one year to implement and have the programs and pathways in place.

The responsible parties that would need to work together to address these gaps included all the school districts and the community college. Different gaps would rely on different education agencies taking the lead but across the board all the local education agencies and community college within the Consortium would need to play a role.

The success and validity of the programs could be measured in a number of ways dependent upon the ultimate program design. Possibilities included documentation of student successes, an advisory committee tracking successes, data collection documenting the increased number of students, review of appropriate placements, documentation of gainful employment, documentation of college entry, and a data collection system tracking the number of successful college graduates.

Adults with Disabilities

Eleven areas of concern that currently exist within this service category:

1. Need for more sharing of information of support services available for adults with disabilities
2. Need for more transition programs for disabled student aiding the students

after high school graduation and working towards next steps in their adult life

3. More help to support the staff working with disabled students, i.e., aides.
4. More transportation to adult education locations
5. More staff training is needed in the areas of communication and technology. Because information in these arenas is changing at fast rates, it is critical for staff to be knowledgeable about best and most current information in order to relay the information to the students.
6. More pre-vocational programs
7. More Disabled Student Programs and Services (DSPS) courses and Butte College Language Education and Development (LEAD) courses to be offered in multiple locations throughout the counties. Currently most developmental course offerings are located on the main campus of Butte Community College.
8. The range of opportunities that exist for disabled students needs to be expanded to Glenn County so the disabled students residing there have the same opportunities afforded to Butte County residents.
9. Standardize training for staff so all staff have the same knowledge base and can support one and other.
10. Create cost-effective programs for “acquired disability” students 22 years old and older. Currently there are limited resources available.
11. More support/classes to help with navigating the SSI Reporting system

It was determined that all these areas of concern could be addressed through the creation of two new programs. Program One would consist of the creation of a “hub” for integration of support services for adults with disabilities in accessing all Adult Education opportunities. These resources would need to include additional transportation, more vocational coaches, more counselors familiar with career life planning, and more training sessions offered to staff and students throughout both Butte and Glenn counties. Program Two would be a type of transition program that focuses on disabled students who have graduated from high school and are ready to enter “adult life” whether it be in

continued education or the workforce.

The cost to create these programs would be \$500,000 for Program One and the cost of three to five full-time employees (\$300,000-\$500,000) for Program Two. It is anticipated that all school districts with classes for disabled students, the community college and social service agencies that deal with disabled students would be the responsible parties working together to address these gaps. An oversight committee would monitor both programs and provide validation and reliability through the use of evaluation surveys from schools and families as well as feedback from students one year after program enrollment.

Short-term Career Technical Education and Apprenticeships

Addressed together due to the similarity of their services. Three gaps were identified listed in order of importance:

1. Lack of resource centers
2. Need for more short-term CTE and entrepreneurship programs
3. Insufficient number of apprenticeship programs available

The first gap identified addresses the need for multiple resource centers in both counties, perhaps a center in the north and the south of each county, or even more if necessary if the population demands it. The vision is the staffing of these centers by part-time personnel ultimately yielding the need for perhaps 3.5 to 4 full-time employees with an estimated annual budget of \$1.5 million dollars a year. At a minimum, the two county offices of education, the community college and the local Workforce Investment Boards (WIBs) would be the responsible parties working to address this gap. An estimated timeline to implement the resolution is between six and eleven months. Validation and quality measures implemented would include two tracking outcomes: volume and success rates.

Increased service capacity was offered as a second solution to address the need for short-term CTE and entrepreneurship programs. Plain and simple, there need to be more

programs available to meet the needs of the Adult Education student, as well as the labor market. It was estimated that at least 10,000 people fall into this gap and would benefit from increased service capacity. Resources needed to close the gap include the need for labor market data, facilities, supplies, and instructors. No dollar figure was offered as a cost estimate.

A similar gap exists with apprenticeship programs. There is a clear need for more apprenticeship opportunities both within the Consortium's boundaries and in Northern California in general. The Consortium needs to identify which apprenticeship programs are available in Consortium service area, how many apprenticeship opportunities exist, and how to engage business partners to expand opportunities.

The consortium realized that while each of the Adult Education categories has unique challenges and barriers, all identified gaps could be narrowed through common means. These means include increasing the capacity of all the education categories through the use of more facilities throughout the Consortium, creating a central hub that serves as a main point of information going in and out, and increasing awareness of programs and services through marketing.

Objective 5: Student Acceleration

Butte and Glenn Counties cover a vast geographic area and include many remote pockets that currently receive no Adult Education services. Adult Education students who reside in these remote areas need to travel to an existing provider to receive services, which is an identified gap in Objective 2. Without local offerings, many potential students will remain unserved due to lack of transportation, childcare, and/or financial resources. The Consortium has identified the creation of a traveling classroom as a means to accelerate student progress. Teachers would travel to multiple locations and readily have accessible learning materials necessary for coursework and would host services across several of the five content areas but would focus primarily on Basic/Secondary Education and ESL. Records on students served would be gathered to measure metrics.

The MAP or flow chart described in Objective 3 would also be tool used to accelerate students' progress by informing students and providers of all regional offerings in a single location and empowering students to make informed decisions regarding their educational pathway.

An additional tool that could be used by the Consortium to accelerate students' progress would be the offering of adult education services at local facilities in larger communities. The Consortium will consider contracting with a school district or community college to buy a portion of the salary and benefits of an instructor who would take on the role as needed.

Objective 6: Professional Development

A common theme that we have found during this planning work has been the desire to create a Super-Region collaboration. Many of the Consortia in the Far North have similar challenges and could benefit from working together in a larger group to build capacity and leverage resources. This Super-Region could offer workshops free or low cost to local Consortium members and charge a fee to non-members. This approach would increase quality with all members working together. The Super-Region would create and maintain a website that reflects all professional development opportunities. The Consortium also proposes looking at existing models and local expertise for professional development before accessing outside experts.

Potential Professional Development offerings might include:

- Discipline-focused trainings in, for example, ESL, English (reading/writing), Math, Science
- GED preparation trainings
- Citizenship preparation trainings
- Occupational Life Skills trainings (focused on adults with disabilities)
- Basic literacy trainings
- Trainings focused on working with incarcerated students

- Technology trainings
- Best practices trainings
- Active learning strategies trainings, for example, On Course workshops
- Professional Development sponsored by Consortium members and partners open to teachers and volunteers across the Consortium
- Formal collaboration/partnerships among Consortium teachers
- Regional Professional Development open to teachers and volunteers from across Northern California
- Sponsorships for external Professional Development, for example, Northern California Writing Project Summer Institute, TESOL, and other conferences

Objective 7: Leverage Resources

The Butte-Glenn Adult Ed Consortium has existing relationships with the local WIBs, county libraries, county offices of education, county social services, and Employment Development Departments. All entities were active participants in the development of this plan. The most readily available resource from all partners was the use of their facilities. Partners also echoed the need for a central system housing all adult education offerings so that students would obtain consistent information from any partner. Partners offered to assist in communication and marketing of services. Many times there are funds through the WIB to pay for training students. Strong partnerships and communication between adult education providers and the WIB is essential.

Local libraries provide access to technology that many students lack. In addition, the reading programs offered by local libraries offer a pipeline into adult education programs. Strengthening partnerships among libraries and adult education providers would benefit students who begin their education through literacy or technology programs provided by local libraries.

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A26, list the data for each consortium member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing ones.

Directions:

Region (select your region from drop down)	Butte-Glenn
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		FY 12-13 Unreported Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 12-13 Unreported Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's		
Total for Consortium Members		6279	102144	1802400.93	554950.21	2114485.8	171327.95	49171.97	626282.01	2405	62126	6404	888.42	1640236	108117	178467	285307	1117317	518020	2253	33156		
Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	For Community College or CDE Adult Ed (select from drop down)	FY 12-13 Unreported Enrollment	FY 12-13 ADA (CDE Adult Ed) FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 ADA (CDE Adult Ed) FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's	
Oroville Adult Education Center	Butte-Glenn	1. Elementary and Basic Skills	CDE Adult Education	1256	108.46	357,044.00	155,190	44813	379136	5246	28516	14143	1734	89.48	290627	144067	20272	82540	23805			14343	
Oroville Adult Education Center	Butte-Glenn	2. Classes and Courses for Immigrants	CDE Adult Education	66	20.99	147958	47183	31793	51246	500	10159	496	60	27.75	130589	57062	23532	35559	9789	3586		7071	
Oroville Adult Education Center	Butte-Glenn	4. Short Term CDE	CDE Adult Education	955	142.64	449270	171413	22674	36878	13267	22628	21511	496	100.5	277658	134440	24073	67245	52678	440		14342	
Hamilton Unified School District	Butte-Glenn	2. Classes and Courses for Immigrants	CDE Adult Education	75	1.4	191161	40551	31260	35193	4707	19153	43	1.33	37364	44100	20188	3685	359	5312				
Butte Glenn Community College	Butte-Glenn	1. Elementary and Basic Skills	Community College Non-Credit	594	13.68	76612.93	33834	53659.8	21950.49	563.71	100.59	0	0	386	15.52	85322	17	55155	21447	1053	0	0	
Butte Glenn Community College	Butte-Glenn	2. Classes and Courses for Immigrants	Community College Enhanced Non-Credit	833	0	25293	4528.89	0	528.46	19371.26	869.42	0	0	463	8.68	15974	3717	0	400	11837	0	0	0
Butte Glenn Community College	Butte-Glenn	3. Adults with Disabilities	Community College Non-Credit	1384	744.3	724076	123609	38201	52341	2464	504670	2651	0	1196	744.3	718371	129427	28199	49792	927	507739	2253	0
Gridley Unified School District	Butte-Glenn	1. Elementary and Basic Skills	CDE Adult Education	26	0	20300	12129	4317	2819	995	0	17	0	18331	13293	2038	1763	1136	0	0	0	0	
	Butte-Glenn																						
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Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Directions: Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row 8. Enter the total dollar amount for each funding source by consortium member. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Butte-Glenn

		Funding Source - Total Dollar Amount 2012-2013								Funding Source - Total Dollar Amount 2013-2014									
		Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
Total For Consortia Members:		1377835	0	118103	69658	246780	20300	0	0	0	1275587	0	139904	60985	165847	0	0	0	18231
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
Oroville Adult Education Center	Butte-Glenn	289773		50396		16875					184403		82471		23750				
Oroville Adult Education Center	Butte-Glenn	124643		20000		2905					114489		20000		2100				
Oroville Adult Education Center	Butte-Glenn	52813			69658	227000					76076			60985	139997				
Hamilton Unified School District	Butte-Glenn	109957		22408							96726		21459						
Butte Glenn Community College	Butte-Glenn	800649		25299							803893		15974						
Gridley Unified School District	Butte-Glenn						20300												18231
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Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Butte-Glenn

	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Total for Partners:	1686	178.84	2640601	2585	191.487	2714174

Consortium Partner Name	Region	Program Area (select from drop down menu)	Type of Organization (select from drop down)	Source(s) of Funding e.g. State, Federal, Fees, Private Donations, Other. List all that apply	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Butte County Office of Ed/RC	Butte-Glenn	4- Short Term CTE	Office of Education	State, Federal, Fees, Private Donations	85	78	\$410,000	116	90	\$450,000
Butte County Library	Butte-Glenn	1-Elementary and Basic Skills	Other Type	State, Federal, Private Donations	72	narrative	\$200,608	75	narrative	\$190,139
Willows and Orland Public Library	Butte-Glenn	1-Elementary and Basic Skills	Other Type	State, Federal, Private Donations	174	narrative	\$62,552	183	narrative	\$82,353
Work Training Center	Butte-Glenn	3- Adults with Disabilities	Community Based Organization	State, Private, Other	404	narrative	\$989,300	500	narrative	\$1,075,200
Butte County Sheriff	Butte-Glenn	1-Elementary and Basic Skills	Department of Corrections	State, Other	41	20	\$5,200	49	20	\$5,200
Butte County Sheriff	Butte-Glenn	4- Short Term CTE	Department of Corrections	State, Other	40	12	\$353,573	30	17	\$341,447
Glenn County Office of Education	Butte-Glenn	1-Elementary and Basic Skills	Office of Education	Federal, State, Other	723	58.004	\$266,535	786	52.028	\$245,310
Glenn County Office of Education	Butte-Glenn	2- Classes and Courses for Adults	Office of Education	Federal, State, Other	120	9.484	\$120,523	96	10.667	\$111,095
Glenn County Office of Education	Butte-Glenn	3- Adults with Disabilities	Office of Education	Federal, State, Other	0	0	\$175,440	6	1.318	\$169,430
Glenn County Office of Education	Butte-Glenn	4- Short Term CTE	Office of Education	Federal, State, Other	19	1.352	\$9,870	15	0.474	\$0
Far Northern Regional Center	Butte-Glenn	3- Adults with Disabilities	Other Type	Federal, State	0	narrative	unknown	715	narrative	unknown
California Human Development	Butte-Glenn	4- Short Term CTE	Other Type	Federal, State	8	narrative	\$47,000	14	narrative	\$44,000
Alliance for Workforce Development	Butte-Glenn	4- Short Term CTE	Other Type	Federal	narrative	narrative	narrative	narrative	narrative	narrative
Butte County Office of Ed/Apprenticeship	Butte-Glenn	5- Programs for apprenticeship	Office of Education	State	0	narrative	narrative	0	narrative	narrative
	Butte-Glenn									
	Butte-Glenn									
	Butte-Glenn									

Table 2: Evaluation of Existing Adult Education Enrollment

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Butte-Glenn

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Total for Members and Partners:	11198	6385	5063	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Butte County Office of Education/ROP	Butte-Glenn	4- Short Term CTE	167	85	116	
Butte County Library	Butte-Glenn	1-Elementary and Basic Skills	62	72	75	
Willows and Orland Public Libraries	Butte-Glenn	1-Elementary and Basic Skills	97	174	183	
Work Training Center	Butte-Glenn	3- Adults with Disabilities	400	404	428	
Oroville Adult Education Center	Butte-Glenn	1-Elementary and Basic Skills	1734	1258	1076	
Oroville Adult Education Center	Butte-Glenn	2- Classes and Courses for Immigrar	269	66	60	
Oroville Adult Education Center	Butte-Glenn	3- Adults with Disabilities	208	0	0	
Oroville Adult Education Center	Butte-Glenn	4- Short Term CTE	2164	933	496	

Table 3.1:

Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
<p>Increase currently operating ABE/ASE/HSE programs offered through Oroville Adult Education and Glenn County Office of Education in Elementary and Secondary Basic Skills. Additionally immigrants eligible for education services in citizenship and ESL would be served through this increased service capacity, also supported by Butte College.</p>	<p>Provide general education preparation for diploma pre-requisites to transition to post-secondary education and training programs</p>	<p>Expand offerings to reach more adults in need of ABE/ASE/HSE. Increase infrastructure, staffing and facilities</p>	<p>\$400,000</p>	<p>Oroville Adult Education, Glenn County Office of Education, Butte County Office of Education, Butte College County Libraries</p>	<p>Students passing GED or earning a high school diploma</p>	<p>Six to eleven months to implement this strategy, start to finish</p>
<p>Enhance the opportunities for Adults with Disabilities programs for employment and training</p>	<p>Integrate current programs and systems for Adults with Disabilities into employment certification programs</p>	<p>Include these programs into overall employment preparation</p>	<p>\$180,000</p>	<p>Work Training Center, NCCSS, AFWD</p>	<p>Training modules, industry certificates completed, number of students who are in paid employment</p>	<p>One to two years</p>

Table 3.1 (cont.):

Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Focus on short-term career technical education programs for employment that is certificate-based and offer more state-approved apprenticeship programs	Increased options for adult training programs based on local or regional need. Additional labor market research and program development	Labor marketing research, "high way, high need" employment, qualified instructors	Partnership with employers	Butte ROP, Oroville Adult Education, Glenn County Office of Education	Number of certifications awarded	One to two years
Create a MAP for all adult education categories that provides pre-direction for adults moving through the various programs towards their end goal.	Create a MAP or flowchart outlining pathways from pre-planning all the way through employment that can easily be navigated by program directors. Included in the map will be providers and eligibility requirements	All stakeholders/ agencies in need to give input on all the pathways available to a given individual	\$1,000,000	Butte/Glenn Community College AFWO/Glenn Health and Human Services	Students and educators accessing services from the Hub	One to three years

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<i>Basic Skills</i>	<p>*Increase capacity with more centers</p> <p>*Interagency communication and marketing, i.e. website, information clearing house</p> <p>*Increase career and education counseling services</p>	<p>More facilities</p> <p>More counselors</p> <p>More teachers</p> <p>Key informants</p>	<p>\$1-3,000,000 + \$100,000</p>	<p>All districts within the consortium that have high schools</p> <p>Community college</p> <p>Social service agencies</p> <p>Libraries</p>	<p>Data tracking of enrollment numbers</p>	<p>One year</p>

Table 4.1 (cont.): Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<i>Citizenship and ESL</i>	<p>*Increase programs and services</p> <p>*Professional development for adult education teachers</p> <p>*Marketing and communication about programs</p> <p>*Clear, well-articulated pathways from adult education and ESL to next steps</p> <p>*Program support in the form of child care, links to social service agencies, testing centers, transportation, good service</p> <p>*Computer literacy and distance learning</p> <p>*Family literacy/services to incarcerated adults/citizenship</p>	<p>More facilities</p> <p>More counselors</p> <p>More teachers</p> <p>Key informants</p>	<p>\$1,000,000 +</p> <p>\$1,000,000 +</p> <p>\$100-250,000+</p> <p>\$500,000+</p> <p>\$2,000,000 +</p> <p>\$1,000,000</p>	<p>All school districts</p> <p>Community college</p>	<p>Documentation of student successes</p> <p>Advisory committee documents successes</p> <p>Data collection documenting increased number of students</p> <p>Documentation of gainful employment</p> <p>Documentation of college entry</p>	<p>One year</p>

Table 4.1 (cont.): Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p><i>Adults with Disabilities</i></p>	<ul style="list-style-type: none"> *Sharing of information of support services *More transition programs after high school completion *Assistance to support staff *More transportation *More staff training to keep current in areas of communication and technology *More pre-vocational programs *More DSPS courses and LEAD courses *Expand range of opportunities that Butte County residents have to Glenn County disabled students. *Standardized training for staff *Create cost effective program for "acquired disability" students 18 years old and older *More support/classes to help with navigating the SSI Reporting system 	<p>Creation of a "hub" for integration of support services would require more transportation, more vocational coaches, more counselors, more training for staff and students.</p> <p>Creation of a transition program for disabled students who have graduated from high school would necessitate key personnel knowledgeable about all options available.</p>	<p>\$500,000 + \$300-500,000</p>	<p>All school districts that have classes/services for adults with disabilities.</p> <p>Community college</p> <p>All social service agencies that offer services for adults with disabilities.</p>	<p>An oversight committee monitors programs and addresses validation and reliability thru survey administration.</p> <p>School and family feedback.</p>	<p>Six-eleven months</p>

Table 4.1 (cont.): Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<i>Short-term career technical education</i>	<p>*More resource centers to increase capacity</p> <p>*More short-term CTE and entrepreneurialship programs</p>	<p>New facilities for centers and knowledgeable personnel to staff.</p> <p>Personnel to work with local industry creating connections and researching labor market data to determine need and determine oversight.</p>	\$1,500,000	<p>All school districts with high schools.</p> <p>Community college</p>	<p>Documentation of student successes</p> <p>Advisory committee documents successes</p> <p>Data collection documenting increased number of students</p> <p>Documentation of gainful employment</p>	Twelve-Eighteen months
<i>Apprenticeships</i>	<p>*More apprenticeship programs</p> <p>*Transportation to sites</p> <p>*Accessibility</p>	<p>Personnel to work with local industry creating connections and researching labor market data to determine need and provide oversight.</p>	\$1,500,000	<p>All school districts with high schools.</p> <p>Community college</p>	<p>Documentation of student successes</p> <p>Advisory committee documents successes</p> <p>Data collection documenting increased number of students</p> <p>Documentation of gainful employment</p>	Twelve-Eighteen months

Table 5.1:**Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals**

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Mobile Education Center	Create a “traveling classroom” to serve smaller outlying areas. Teachers could travel to multiple locations and have readily accessible learning materials necessary for coursework and could host services across several of the five content areas but most likely Basic/Secondary Education and ESL	Vehicle, driver/teacher, supplies, equipment, data services, instructional materials	1 time cost of \$150,000, ongoing costs of \$100,000/year	District/COE	Number of students served	12-18 months

Table 5.1 (cont.):

Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Flowchart/Map	Create a MAP or flowchart outlining pathways from pre-planning all the way through employment that can easily be navigated by program directors. Included in the map will be providers and eligibility requirements	See 3.1	See 3.1	See 3.1	See 3.1	See 3.1
Direct adult education services at local facilities in larger communities	Consider contracting with a school district or community college to buy part of an FTE of a person who would take on the role as needed.	See 3.1	See 3.1	See 3.1	See 3.1	See 3.1

Table 6.1: Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
College Readiness	Local Professional Development: Local flex workshops by Butte College. Outside speakers for workshops, District professional development	All five Adult Ed categories	\$4,000 a day for 50 people
	CALPRO (California Adult Literacy Professional Development Project) and OTAN (Outreach and Technical Assistance Network for Adult Educators) Technical Adult Workshop	All five Adult Ed categories	Online courses so low or no cost
	CASAS (Comprehensive Adult Student Assessment System) is an official provider for assessment with adult education	All five Adult Ed categories	Varies
	National & International Conferences: CAAEA (California Association of Adult Education Administrators) Membership organizations that promote people who work in adult education program through increased public awareness via conferences; NADE (National Association for Developmental Education) & CLRA offer Basic Skills conference to ensure all learners reach their full academic potential; TESOL (Teaching English to Speakers of Other Languages)—annually offers a national /international convention	All five Adult Ed categories	\$2,000-\$3,000 per person
	California Department of Education's Perkins/Grants are offered each year to improve career-technical education programs.	CTE Development	varies
	California Writing Project is open to K-12 students through grad school students. Offered at the Summer Institute of CSU, Chico. A three week course focusing on literacy	Adult Basic Ed/Adult Secondary Ed	They offer attendees a stipend for attending. High quality, low cost
	CAPED (California Association for Postsecondary Education and Disabilities)	Adults with Disabilities, including veterans	Unknown
	Transitional Alliance Conference. "Transition people to life." Held once a year for staff and students thru California Department of Rehabilitation.	Adults with Disabilities	Unknown
	Professional Development Day at Work Training Center. Professionals are brought in as speakers to discuss barriers and challenges	Adults with Disabilities	\$17,000 to \$20,000

Table 6.1 (cont.): Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Technology	Local Offerings: Butte College offers one full day for participants to focus on Blackboard and classroom technology; Butte County Office of Education offers technology training for teachers conducted by their staff	All five Adult Ed categories	Free/nominal fee
	Butte College's Center for Academic Success focuses on using technology well for academic success. Open to faculty, staff and students.	All five Adult Ed categories	Free
	OTAN (Outreach and Technical Assistance Network for Adult Educators) Enterprise Resource Planning at the Working Training Center is an IT system.	Adults with Disabilities	Unknown
	Butte College Work Training Center's "Training Place" has many options and skills as well as sexual harassment training sessions that can be customized for the audience. This is considered a focus for corporate entities.	All five Adult Ed Categories	\$200/hr customized; \$40 per person for existing trainings
	National Conferences: ASPE (Association of people supporting employment) is open to all populations, all levels; CAPED (California Association for Postsecondary Education and Disabilities)	All five Adult Ed categories	\$2,000 - \$3,000 per person
Instructional Strategies	Consultant and Outside speakers	All five Adult Ed categories	\$1,500 day
	Student Success Annual Conference. Research and Planning group have breakouts for strategies.	All Five Adult Ed Categories	\$3,000 per person
Intercultural Competency	"Diversity Days" for students and staff at Butte College put on by the Diversity Committee	All five adult ed categories	Free
	Global education and outreach is going to fund training to bring in a global element to classes.	All five adult ed categories	Free
	On-line professional development	All five adult ed categories	Varies

Table 6.2: Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Collaboration	SUPER-Region collaboration. Build the region and create a business. Offer consortia workshops free or low cost to our local consortia members and charge "outside our consortia" members more. This way the quality is increased when all members work together	All	\$50,000
	Create and maintain a website that reflects all professional development opportunities.	All	\$5,000
	Look at existing models and existing local expertise before accessing outside experts.	All	Free

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Local Libraries	All five Adult Ed categories	Communication and marketing of services via a hub	All adult schools Community college	In kind	1 year
	All five Adult Ed Categories	Access to technology	All	In kind	Immediately
Health and Human Services	Four Adult Ed categories: ABE, ESL, Disabilities, CTE	Communication and marketing of services via a hub	All members and partners	In kind	1 year
	ABE, ESL	Employment services through WIA programs	CC, Adult Schools, COE		1 year
	ABE, ESL	Use of facility space to conduct classes	CC, Adult Schools, COE		6mo – 1 yr

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.