



# Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

## Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

**Table 1.7 – Consortium Membership (add rows as needed)**

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
<b>Glenn County Office of Education</b>	Jhan Dunn	530-934-6320	<a href="mailto:jdunn@glenncoe.org">jdunn@glenncoe.org</a>	
<b>Butte County Office of Education</b>	Susan Steward	530-879-7462	<a href="mailto:ssteward@bcoe.org">ssteward@bcoe.org</a>	
<b>Paradise Unified School District</b>	Mike Lerch	530-872-6478	<a href="mailto:milerch@pusdk12.org">milerch@pusdk12.org</a>	
<b>Oroville Union High School District</b>	Jeff Ochs	530-538-5350	<a href="mailto:jochs@ouhsd.org">jochs@ouhsd.org</a>	

<b>Hamilton Unified School District</b>	Charles Tracy	530-826-3261 x6005	<a href="mailto:ctracy@hudschools.org">ctracy@hudschools.org</a>	
<b>Butte-Glenn Community College District</b>	Teresa Ward	530-895-2543	<a href="mailto:wardte@butte.edu">wardte@butte.edu</a>	

**1.8** Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

**1.9** Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

**1.10** Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

Butte Glenn Adult Ed Consortium will be using a single fiscal agent and has elected Butte College to serve in that role. As fiscal agent, Butte College will process expenses related to the grant as agreed upon by the voting members and certify that the grant expenditures have been prepared in accordance with the applicable State and Federal regulations. The Butte College Director of the Business Office will be responsible for certifying the expenditures. Tessa Miley will serve in the role of project lead and be responsible for coordinating consortium deliverables. She will assist in the creation of the annual plan, allocation schedule, annual budget, governance template, and other plans required by the state.

## Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.



**REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).**

**NEW INSTRUCTION:** Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**3.2 Consortium Allocations by Member (Estimated)**

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)	\$50,000	\$300	1%		0%
3.2b - Consortium Allocation					
<b>Total</b>	<b>\$50,000</b>	<b>\$300</b>	<b>1%</b>	<b>\$0</b>	<b>0%</b>

## Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium’s top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

**4.1 Objective 3:** Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
  - Placement
  - Curriculum

- Assessments
- Progress indicators
- Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
  - Communication paths among Consortium participants and higher education institutions
  - Defined and articulated pathways to postsecondary education or the workforce
  - Embedded access to student services including counseling, guidance, and follow-up

**4.1a** Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

Students will be assessed using a variety of instruments including CASAS, Butte College Assessment of Basic Skills, and TABE. Some programs will be utilizing HI-SET/GED to prepare students to move into post-secondary. Industry certificates will be utilized in CTE programs to document student progress.

**4.1b** Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Each program currently utilizes diverse systems to track student enrollment, demographics, and performance. Systems include SOCRATES, TOPSpro, ASAP, AERIES, and Datatel. Until the state creates a common system for all providers to utilize the Project Lead will work with each partner to collect and aggregate data for submission to the Chancellor's Office.

**4.1c – Objective 3 continued:** List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

**Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)**

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
<b>Articulation among consortium members and Butte College</b>	1/1/16 - 6/30/16	All	Facilitated discussions between CC Faculty and the 6 member districts around articulation	Implementation of new articulation(s)
<b>Review of enrollment and completion data</b>	1/1/16-6/30/16	All	2 meetings held to discuss enrollment and completion data	Meeting agenda and minutes

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact

**4.2 - Objective 4:** Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs* for adult education programs within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

**Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)**

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
<b>Increased ABE/ASE/HSD programs</b>	1/1/16-6/30/16	OUHSD, PUSD, GCOE	Increase high school graduation rate	Number of students receiving HSD or equivalent
<b>Increased CTE Programs</b>	1/1/16-6/30/16	BCOE, HUSD, GCOE	Course completion and/or industry certifications	Number students completing a CTE course and/or industry certification
<b>Additional ESL program offerings</b>	1/1/16-6/30/16	HUSD, OUHSD, GCOE	Increased English language proficiency and progression to additional learning opportunities	Number of students improving English language skills
<b>Increase training opportunities to adults with disabilities and older workers</b>	1/1/16-6/30/16	GCOE	Increased quality of life, employment opportunities, and certificates	Number of students with disabilities and older workers receiving training/employment
<b>Increase opportunities for parents to assist children with school work</b>	1/1/16-6/30/16	GCOE, HUSD	Increase in ability to assist school aged children to succeed academically	Number of participants

**4.3 - Objective 5:** Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing

courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress.

**Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)**

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
<b>Use of Language Star methods learning for ESL students</b>	1/1/16-6/30/16	HUSD	English proficiency at a level where students can successfully access higher educational opportunities	Number of students enrolled and completing 6 week benchmarks
<b>Students able to use distance learning modules and online classes to complete High School requirements</b>	1/1/16-6/30/16	OUHSD, PUSD	Accelerated course completion and diploma attainment	Number of students completing courses and high school requirements
<b>1 day compressed fork lift certification course</b>	1/1/16-6/30/16	HUSD	Course completion	Course completion

**4.4 - Objective 6:** Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

**Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)**

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
<b>HSD/HSE instructors will participate in distance learning training and Moodle course development</b>	1/1/16-6/30/16	OUHSD, PUSD, HUSD	Instructors develop distance learning classes and Moodle classes	Courses developed and utilized
<b>Consortium wide methods training</b>	1/1/16-6/30/16	BGCCD, OUHSD, PUSD, HUSD, GCOE, BCOE	Instructors participate in training	Participants
<b>Utilization of regional website as a clearing house of professional development activities</b>	1/1/16-6/30/16	BGCCD, OUHSD, PUSD, HUSD, GCOE, BCOE	Website access to professional development activities	Google analytics



**4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas.** Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- Expanding utilization of existing regional resources for Adult Education students
- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

**Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)**

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
<b>Connecting with agency partners to defer program costs</b>	IWIB HHA DESS CHDC DOR VA	Fiscal	BGCCD, OUHSD, PUSD, HUSD, GCOE, BCOE	1/1/16-6/30/16	Eligible clients/ participants	Number of participants accessing agency partner resources
<b>Literacy support</b>	Libraries	In kind	BGCCD, OUHSD, PUSD,	1/1/16-6/30/16	Eligible clients/ participants	Number of participants

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
			HUSD, GCOE, BCOE			accessing agency partner resources

## Section 5: Estimated Allocations by Objective

**5.1 Allocation by Objective, Member and Funding Source (Estimated).** Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.**

**Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)**

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										\$0
5.1b - Obj. 4: Gaps in Services										\$0
5.1c - Obj. 5: Accelerated Learning										\$0
5.1d - Obj. 6: Professional Development										\$0
5.1e - Obj. 7: Leveraging structures										\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## Section 6: Levels of Service and Assessment of Effectiveness

**6.1 Projected Levels of Service.** Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

**Table 6.2: Performance Outcomes by Member – Projected Targets**

<b>Table 6.1 Levels of Service by Program Area and Member (Projected Targets)</b>			
	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

**6.2 Project Performance Outcome Targets.** Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

N/A

**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)

Quarterly consortium meetings.

**6.4** List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

Enrollment data in various consortium programs with course completion, certificate attainment, or progression into advanced programs/trainings. Consortium members will utilize one or more of the following tools to assess end of course survey to assess student goals/employment objectives/higher education.

## Section 7: Consortium Member Signature Block

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