

# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

**Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-04	04 Butte-Glenn

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Miley, Tessa	Director, CTE Grants & Regional Projects	(530) 892-3059	mileyte@butte.edu

### Funding Channel

The consortium has designated a fiscal agent

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Miley, Tessa	Director, CTE Grants & Regional Projects	(530) 892-3059	mileyte@butte.edu

### Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Miley, Tessa	Butte-Glenn Community College District	(530) 892-3059	mileyte@butte.edu	
Ward, Teresa	Butte-Glenn Community College District	(530) 895-2543	wardte@butte.edu	
Tracy, Charles	Hamilton Unified School District	(530) 826-3261	ctracy@hudsdschools.org	
Ochs, Jeff	Oroville Union High School District	(530) 538-5350	jochs@ouhsd.org	
Lerch, Mike	Paradise Unified School District	(530) 872-6478	mlerch@pusdk12.org	
Steward, Susan	Butte County Office of Education	(530) 879-7462	ssteward@bcoe.org	
Dunn, Jhan	Glenn County Office of Education	(530) 934-6320	jdunn@glenncoe.org	

## Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

**Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)**

- Yes  
 No

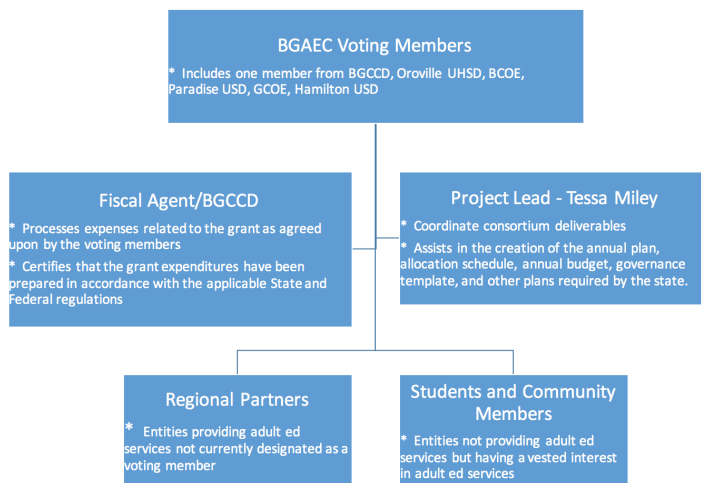
If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

## Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Butte-Glenn Adult Ed Consortium Organizational Chart



**Do you have changes to your Organizational Chart? (Select Yes or No)**

- Yes  
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

## Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Funds are managed both in the Community Colleges local fiscal program (datatel) and in an excel workbook. The consortium is reporting and certifying expenditures through the Chancellor's Office reporting system.






**Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.**

- Yes  
 No

None

## Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 Hamilton Unified School District	\$194,225
 Glenn County Office of Education	\$457,775
 Paradise Unified School District	\$103,530
 Oroville Union High School District	\$1,078,423
 Butte County Office of Education	\$173,251
 Butte-Glenn Community College District	\$70,734
<b>Total</b>	<b>\$2,077,938</b>

## Section 2: Plan Summary for Program Year 2016-17

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. The Annual Plans focus on what will be done to make progress toward that vision each year.

### Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Butte Glenn Adult Education Consortium helps adults learn the basic academic and work readiness skills needed to become employed and increase their career opportunities. Through our network of participating school districts, educational providers, workforce development, and human services organizations, we connect adults in Butte and Glenn Counties to educational programs that meet employer needs, enabling our students and our region to grow and thrive. During the 16-17 fiscal year the consortium will continue to grow the new OAS Chico Center offerings to include ESL. Butte County ROP will build a construction pre apprenticeship. Hamilton High school will expand it's fork lift operator training's that were begun last year. Glenn County Office of Ed will continue to serve students with disabilities in their Rusty Wagon operation, as well as expand ESL offerings to local residents. Paradise will grow it's HSE/HSD program to rural areas not previously served.

### Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Alliance for Workforce Development	WIB	Workforce
Butte County Library Literacy	Library	Literacy
Glenn County Library Literacy	Library	Literacy
North Counties Consortium	WIB	Workforce

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

The Glenn County Library Literacy group was able to access consortium funding to facilitate an ESL Career Readiness Skills class which offered higher level ESL students skills in writing, workforce readiness, conversational English skills, computer literacy. Participants with school age children were provided with homework help and a family literacy program (Families for Literacy) at the local libraries. Small group tutoring was provided with a focus on Adult Basic Education skills of reading and writing and practice ESL speaking and comprehension. Families for Literacy includes library story time, crafts, and snacks. Each child in the family receives a free children's book each week to build their own home library and encourage reading with a family member in the home. It is designed to introduce adult learners and their families to the value and joy of reading, helping assure that each child will enter school ready to read. It creates a foundation that enables a child to become a reader. It helps break the cycle of illiteracy by encouraging the learner to read to his or her child.

### Levels and Types of Services

Please provide a description of your Consortium’s success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

During the 15 - 16 fiscal year a new adult center was opened, 2 new programs were developed and 2 new programs were implemented with block grant funding. The consortium worked collaboratively during the year and began work on building a regional website and a regional marketing campaign.

The main challenge was finding qualified teachers to teach courses. Members continue to express concerns over the ability to continue to grow programs with a fixed funding amount and mounting employment costs (ie. medical benefits, PERS/STRS, minimum wage, etc.)

### Regional Needs

Please provide a description of your Consortium’s success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The consortium utilized the regional website as a repository of professional development activities. With the focus in this year on building programs, most energy was spent towards growing programs and not on professional development.

There is only so much money and so much manpower available to offer professional development activities.

## Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>								

**Key**  
▼ = Under  
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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## Section 4: Consortium Action Plan Review and Update

### Regional Assessment Plan Updates

*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.*

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.

**What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.**

Name	Vendor	Core Services
CASAS		Assessments
Test of Adult Basic Education		RDA & MA Testing

### Student Data Tracking

*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?*

Student attendance, demographic and performance data are tracked in a variety of systems, depending on the district. Consolidated data will be reported to the Chancellor's Office utilizing excel workbooks and the portal.

**List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.**

Name	Vendor	Core Services
AERIES		
ASAP		Accounting System
DataTel	DataTel	Enrollment, demographic and performance data
SOCRATES	SOCRATES	Attendance
TopsPro Enterprise		Student Tracking

### 2015 – 16 Annual Plan Review and Update

*Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:*

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

*In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.*

**Objective 3: Integration and Seamless Transition**

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

ROP's adult programs are accredited as postsecondary education by the Council on Occupational Education (COE) and lead to industry certifications. While most ROP graduates seek and obtain employment upon completion of their program, many pursue additional postsecondary training locally at Butte College and CSU Chico as well as other colleges of their choice. In addition to working with local industry partners to secure employment opportunities for completers, ROP will work with Butte College for program articulation and entry into their apprenticeship program.

### Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

**Response:** (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Chico Center - HSD/HSE & ESL Program	150 ABE/ASE/HSD students 40 ESL students	Enrollment and completion numbers
Paradise Ridge HSD/HSE Program	50 ABE/ASE/HSD awarded	Enrollment and completion numbers
Glenn Literacy Project	20 ESL Students 20 Entry/Reentry Students 30 Adults (Assist elementary, secondary school children to succeed)	Enrollment and completion numbers
Glenn Clinical Medical Assisting/Med Term	45 Students	Enrollment and completion numbers
Construction Pre Apprenticeship	250 CTE Students	Enrollment and Completion Numbers

### Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

During 15-16 OAECC has had a successful opening and is currently serving over 60 students in HSD & HSE programs and over 20 students have enrolled in the ESL classes within the first three months of the opening of the center. Consortium funds for this program will allow OAECC to continue to provide these services. They plan to expand the ESL & Citizenship classes an additional 12 hours each week by adding Mondays and one more hour each day. ESL students will now have the opportunity to attend 4 days a week for up to 34 hrs each week. In 2008 PUSD reduced the Adult Education program. When this program ran was running at at full-time capacity, there were 35 students enrolled at one time with a waiting list of over 100 students for several years. Currently PUSD receives phone calls on a daily basis inquiring about adult services. Currently Paradise Adult School has served 26 adults in 2015-16. As of March 2016 Paradise Adult School started serving ALL adult students in need of a high school equivalency or diploma. More local access to these services by eliminating bypassing the transportation issues will support these potential students in acquiring education and training.

### Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Chico Center - HSD/HSE & ESL	150 ABE/ASE/HSD students 40 ESL Students	Enrollment and completion numbers
Paradise Ridge HSD/HSE Program	50 ABE/ASE/HSD students served	Enrollment and completion numbers

### Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Current ROP adult programs require a high school diploma or equivalent. ROP provides program outreach and materials to local One Stops. In addition, ROP courses will be featured on the new Butte-Glenn Adult Education website and in the Oroville Adult School Fall catalog. All ROP adult programs provide hands-on classroom instruction as well as clinical training in industry. When possible, our goal will be to articulate similar courses between educational entities. We are currently designing programs of study/pathways that provide multiple entry and exit points to enable students move through our programs quickly and then transition seamlessly to nearby colleges or technical institutes for continued study in their field.

**Objective 5 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Construction Pre Apprenticeship	250 CTE Students	Enrollment and completion numbers

**Objective 6: Shared Professional Development**

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

The BGAEC regional website has a professional development portal where all members and partners can access all professional development being offered in the two counties. Professional development activities will be shared during quarterly meetings.

**Objective 6 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Professional Development portal	A shared site with all professional development being offered in our two counties	Robust site

**Objective 7: Leveraging Resources**

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

The BGAEC Consortium has already established solid working relationships through the existing programs. The location of the OAS Chico Center adds an additional component to the adult education opportunities available in the Chico area. We have leveraged the local referral systems from social agencies and other regional partners to utilize the center for the various programs offered. As adult students work with PUSD staff, recommendations will be made to students to other agencies to further interest and training either through Butte College, Oroville Adult School, or any other career/vocational training programs available through the consortium.

**Objective 7 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Quarterly Meetings	Butte County Library, Glenn County Library, Local Workforce Investment boards	Referrals, shared spaces, curriculum alignment	Open communication and referrals	Student tracking of referrals

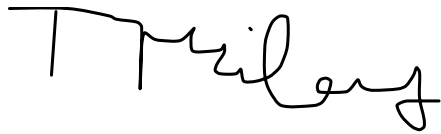
## Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

**Signature**

A handwritten signature in black ink that reads "Trilene". The letters are cursive and connected, with a prominent 'T' at the beginning and a long, sweeping tail on the 'e'.

Click here to confirm that you are ready to submit your Annual Plan.