

04 Butte-Glenn | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

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 grew its ABE, ASE, Basic Skills and ESL offerings to underserved locations by opening a new location in Chico, CA and expanding its HSD/GED program in Paradise, CA. The consortium grew its short term CTE offerings to include construction pre-apprenticeships, forklift trainings, and expanded health occupations, all leading to jobs for students. In 17-18 the consortium will continue to maintain the growth markets that it implemented in 16-17 and increase marketing efforts to draw students to those new locations. In Glenn County the consortium will invest in the growth of ESL and Citizenship courses, as well as new short term CTE offerings in floriculture, graphic and print arts, and retail.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
HSD/HSE	Regional demographic fact sheet	Increased numbers of students enrolling in the Paradise USD and Oroville Adult School courses.
ESL	Regional demographic fact sheet	Increased attendance at the new evening VESL courses being offered at the GAP program.
Programs for adults with disabilities	Regional demographic fact sheet	Implementation of a National Retail Foundation Certificate for persons with disabilities at the Rusty Wagon program in Glenn County.
CTE program offerings in Glenn County	Regional demographic fact sheet	Student attendance in the newly formed floriculture program at HUSD and Graphic/Print art program at GCOE.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Regional Marketing of consortium offerings at Movie Theatres, print media, and partner meetings.

Provide evening VESL courses in Willows, CA

Expand program offerings at new adult education building in Orland, Ca

Expand short term CTE programs in Hamilton City

Expand Office Technology Academy at the OAS Chico Center

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016-17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Chico Center - HSD/HSE & ESL Program	5 - Fully implemented	none	Continued articulation with community college courses	none
Construction Pre Apprenticeship	4 - Mostly implemented	The community college does not have a construction program to transition students into.	Development of a HVAC program at the Community College for graduates to transition into.	none
Glenn Clinical Medical Assisting/Med Term	5 - Fully implemented	Finding qualified faculty to teach courses in rural locations continues to be a challenge.	none	none
Glenn Literacy Project	5 - Fully implemented	none	Program growth	none
Paradise Ridge HSD/HSE Program	5 - Fully implemented	none	Increased marketing efforts	none

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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

Increase articulation agreements where applicable

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
Construction Pre Apprenticeship	5 - Fully implemented	none	none	none

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Vocational ESL evening courses in willows

Summer construction bootcamp

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
Professional Development portal	3 - Somewhat implemented	Lack of staffing to support the portal	Immediate sharing of information via email regarding professional development opportunities appears more effective for our community in sharing opportunities.	None

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

- Email distribution lists
- Face to face dissemination during regional meetings
- Leverage the North Far North Regional Consortium meetings to convene the super region of AEBG Directors.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Quarterly Meetings	5 - Fully implemented	Finding common availability	None	Set aside funds for meeting expenses, rather than drawing out of the regional programing pot of funds.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

- Common regional marketing via paper mailers and commercials.
- Sharing out information on all regional programs at attended meetings.

Section 2: Fiscal Management —

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$2,050,119	\$2,050,119	\$0
2016-17	\$2,077,938	\$1,785,393	\$292,545
Total	\$4,128,057	\$3,835,512	\$292,545

Please identify challenges faced related to spending or encumbering AEBG funding.

No challenges at this time

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

No 15-16 funds are remaining
The majority of remaining 16-17 funds are encumbered and awaiting invoices
Remaining funds will be used to market the regional programs
Remaining funds at Butte County Office of Ed will be used to modernize and expand their Dental Assisting program to meet the recommendations of the Nor Cal Dental Society.

Section 3: Certification and Submission

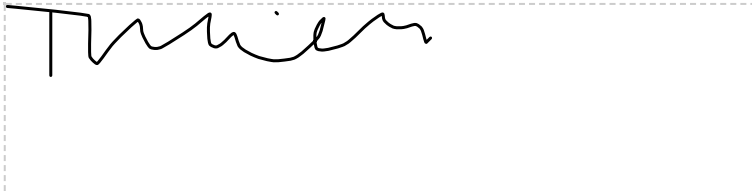
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017-18 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 (Required)



- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan