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
15-328-05	05 Santa Cruz

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
Mulcaire, Carrie	AEBG Program Director	(831) 479-4714	camulcai@cabrillo.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
Amato, Lori	Accounting Manager	(831) 479-6161	loamato@cabrillo.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
Watkins, Michael	Santa Cruz County Office of Education	(831) 466-5900	mwatkins@santacruz.k12.ca.us	10/22/2015
Munro, Kris	Santa Cruz City School District	(831) 429-3410	kmunro@sccs.santacruz.k12.ca.us	10/20/2015
Baker, Dorma	Pajaro Valley Unified School District	(831) 786-2135	dorma_baker@pvusd.net	10/28/2015
Jones, Laurel	Cabrillo Community College District	(831) 479-6302	lajones@cabrillo.edu	10/05/2015
Mulcaire, Carrie	Cabrillo Community College District	(831) 479-4714	camulcai@cabrillo.edu	10/19/2015

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]

15328005santacruzcountyaebgconsortium10.31.15governance3.pdf

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.

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.

scaecoverviewflowchart.pdf

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.

The fiscal agent for the Consortia will continue to be the Cabrillo Community College District, and the funding mechanism being used to
allocate the money to the different educational entities will done through a "pass-through"
contract. As Cabrillo being the fiscal agent the pass through agreement allows for blanket purchase orders to be put into place with
the other Consortia members involved who are receiving funds from this grant. Following a similar fiscal agent
model being used on another grant at Cabrillo, the funding would be allocated
in rounds of payments. To further clarify this modal is an allocation model and
not a reimbursement modal. The schools/programs receiving the allocations can
use the money in accordance to the ruling given by the Consortium Board and in
compliance and accordance guidelines and regulations pertaining to the AB 104
legislation; along with local, state, and federal laws. In terms of rolling up
grant expenditures to certify and report to the State, the Consortium members receiving
these funds would need to provide and certify a summary of financial
information with detailed backup to the fiscal agent by an established date
prior to the bi-annual close out. Each entity would certify their own fiscal
information, along with providing a programmatic narrative to the fiscal agent.
It should also be noted that the consortium members are responsible for
maintaining financial records and backups for possible future audits. The fiscal agent will then roll up member
expenditures and certify the report.

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
🔒 Santa Cruz City School District	$736,310
🔒 Pajaro Valley Unified School District	$2,134,598
🔒 Santa Cruz County Office of Education	$0
🔒 Cabrillo Community College District	$378,258
Total	**$3,249,166**

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.

Our objectives for the 2016-17 year are as follows:

· Continue to develop a working partnership among the four Consortia members

· Continue to to provide support and guidance to our Program Director who will serve as staff to the Consortia

· Restructure the Steering Committee to work through the recommended distribution of the Consortia funds among the four members, continue the development and implementation of workplans, and provide coordination between the members involved

· Continue to develop the capacity to collect and report a set of metrics for measuring pathway performance consistently defined across all members

· Determine how to provide expanded services in the Santa Cruz area and develop a plan to offer services in the San Lorenzo Valley

· Articulate ESL pathways across our member institutions and expand ESL offerings to meet the community's' needs

· Articulate 1-3 CTE pathways across our member institutions, one of these combining English and occupational skills

· Develop and offer programs in Professional Development focusing in on Adult Learning Theory for Faculty, Classified Staff, and Administrators across all member institutions

· Research direct funding option for the 17-18 fiscal year

· Research and look into "maintenance of capacity" to help maintain and sustain the current and classes added in the last fiscal year

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
Santa Cruz Volunteer Center	MOU	Literacy, one on one ESL, and tutoring services.

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

Our collaboration with the Santa Cruz Volunteer Center will provide additional services including: Instructional programs for High School Equivalency

An additional testing site for CASAS
Additional one-on-one English as Second Language tutoring
There is a strong likelihood that more collaborative services and partnerships will emerge throughout the year, which
will enhance Adult Education services.

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.

The Santa Cruz Adult Education Consortia experienced several success in the fiscal year of 15-16 including:

* The two Adult Schools offered ESL and ABE/ASE classes for the summer 2016.
* The Community College purchased materials needed for the launch of a new ESL noncredit program critical for linking
Adult School ESL and ABE/ASE with the college's ESL program.
* The Adult Schools and the Community College faculty mapped and aligned all ESL classes to improve student transition
from one entity to the next.
* There is a better understanding of Adult Education and communication among the member districts.

In the 15-16 fiscal year, the Santa Cruz Adult Education Consortia saw some obstacles/challenges to overcome which
included:

* With the hiring of the Program Director in the middle of the fiscal year, the Consortia had much ground work to cover
to meet and keep up with current items. We had to spend down AB86 funds by December 2015 and plan for AB104 with only 6
months remaining in FY15-16. These two items would normally take much longer to accomplish.
* Formation of a Steering Committee and Working groups were not implemented until January of 2016, leading to a delay in
how the 15-16 Consortia non-MOE funds were to allocated.
* Since the funds were not allocated until mid-Spring of 2016, certain items had to be rescheduled to occur at a later
implementation date.
* The merger of the two Adult Schools into one LEA complicated the allocation of current funds as well as determining
procedures for allocating future funding.
* Communication difficulties among Consortia partners led to some issues of trust, and the bridge has been a learning
process for all entities on communication, transparency, and trust.

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.

With the formation of the SCAEC Working Groups, the Consortium was able to look at working plans that were put together
by Faculty, Classified Staff, and Administrators aimed at targeting and filling the gaps and services needed for the
improvements of the students. The Consortia was able to maintain the capacity of current programs being offered with the
allocation of the Consortium funds. The Consortium is still focusing on creating and implementing regional workshops
throughout the fiscal year to help Faculty, Classified Staff, and Administrators in Professional Development focusing on
Adult Learning Theory.

With a late start to allocating the remainder of AEBG funds, our Consortia did not develop a clear professional
development plan for FY15-16. The goal for the upcoming year is to develop and implement Professional Development
services for the 16-17 fiscal year aimed at helping Faculty, Classified Staff, and Administrators in Adult Learning
Theory in a regional effort. As two of our Consortia Members worked through the development of a merger and an MOU
between themselves (Santa Cruz City Schools and Pajaro Unified School District) the research and process to expand into
the San Lorenzo Valley had to be moved to the 16-17 annual plan until the two existing Adult School entities in the
Consortia had a solid foundation to move forward with expanding into new areas.

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

Program Areas	Budgeted			Spent			+/-
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

2016 - 17 Planned Expenditures

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$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
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	$0	$0

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	-
Total	$0	$0	$0	$0	$0	$0	-

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.

scaecalltogetherconsortiumexpenditureworkbook1516actuals1617estimated72216.xlsm

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.

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Our plan for a shared regional assessment for the 2016-17 year are as follows, but are not limited to:

* We will be aligning our assessment tools and practices with the goal of having the assessment process offered by any
member institution.
* When that alignment is in place, we will be able to provide placement within the same pathway at any other member
institution.
* We intend to receive direction for the effective use of CASAS testing.
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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
No Data		

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?

The member institutions have exchanged data in the past in order to assess the extent to which students were utilizing

cross-institutional pathways. We would prefer to participate in a statewide system for data collection and sharing. Currently, all members are part of CalPASS+ and have agreed to share their data through this platform. CalPASS+ does not at this time collect adult education data, but has expressed a desire to develop that capability. During this year, we will focus on developing the capacity to collect student demographic and student outcome data within each of the member institutions. As part of this effort, we will establish common language using the National Reporting System definitions for demographics and performance measures as the possible basis for our own data collection and reporting. We will seek opportunities to participate in statewide pilots of data sharing systems.

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
No Data		

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.

Our plan for integration and a seamless transition for the 2016-17 year are as follows, but are not limited to:

* Continue to map pathways, inform stakeholders and students.
* Continue to identify and provide resources to staff responsible for updating Pathways.
* Continue the integration of updating pathways into stakeholders: Continue and implement the instructional planning processes.

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
Continue to map pathways,inform stakeholders and students. * Continue to identify and resource staff responsible for updating Pathways. * Continue the integration of updating pathways into stakeholders: Continue and implement the instructional planning process.	Well defined pathways. Metrics established for measuring progress of students on these pathways. Methods of collecting and reporting data established and executed.	Pathway Metrics

Objective 4: Gaps in Services

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

Our Shared Gaps in Services plans for the 2016-17 year are as follows, but are not limited to:

* Research and Develop a plan for "maintenance of capacity" for all of the programs currently being offered by the various members
* Continue to determine a plan for expanding services in Santa Cruz area and offering services in San Lorenzo Valley for the 17-18 fiscal year

* Continue to rebuild and implement our capacity to offer ESL instruction
* Continue to create and implement CTE pathways in in the areas of Computer Applications and Office Skills, Early Childhood Education and Industrial Trades and Technologies.
* Continue the development of marketing tools and practices to increase awareness in the community.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Continue to determine a plan for expanding services in Santa Cruz area and offering services in San Lorenzo Valley for the 17-18 fiscal year.	Expanded services in Santa Cruz and services offered in San Lorenzo Valley which would lead to more students served.	Pathway Enrollment Indicators
Determine a plan for "maintenance of capacity" for all of the programs currently being offered by the various members.	Maintaining the current level of students, while being able to provide future services and classes to incoming students.	Pathway Enrollment Indicators.
Continue to rebuild and implement our capacity to offer ESL instruction and to do so in a way that aligns our efforts and provides English Language Learners with pathways that have multiple starting points to accommodate varying levels of proficiency, availability of time to commit to learning, location, and learning objectives, and multiple endpoints including higher education and job placement and career advancement. Activities include alignment of ESL curriculum across SCCS, PVUSD, and Cabrillo. This will include definition of course sequences, articulation of like courses, definition of transition points and alignment of learning outcomes and course prerequisites.	Increased number of students enrolled in ESL classes. Increased number of students transitioning from Adult Education to Cabrillo.	Pathway Enrollment Indicators.
Continue to create and implement CTE pathways in in the areas of Computer Applications and Office Skills, Early Childhood Education and Industrial Trades and Technologies.	Clearly defined pathways that enable students to progress to higher education and employment.	Pathway indicators, student employment outcomes survey.
Employ a person to provide one-on-one and group guidance and assistance to students in developing education and career plans that take advantage of the combined resources of the consortium, focusing in particular on assisting students to bridge from Adult Ed to Cabrillo.	Increased numbers of students persisting through course sequences to achieve educational and career goals.	Pathway Indicators
Continue the development of marketing tools and practices to increase awareness in the community of the new capacity to offer ESL instruction and to increase student awareness of the opportunities to advance to higher education.	Increased enrollments in ESL classes.	Pathway Indicators

Objective 5: Acceleration

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

Our plan for Acceleration Development for the 2016-17 year are as follows, but are not limited to:

* Continue to utilize labor market information, dialogue with employers, and surveys of students to identify a CTE pathway in which classes/courses can offered using contextualized language and job skills instruction.
* Offer regional professional development in Adult Learning Theory to Faculty, Classified Staff, and Administrators across all member institutions.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Continue to utilize labor market information, dialog with employers, and surveys of students to be able to identify a CTE pathway in which to offer contextualized language and job skills instruction.	Pathways offering integrated English and occupational skills and instruction developed in coordination with employers.	Pathway indicators for: enrollment, persistence, completion, and employment.
Offer regional Professional Development in Adult Learning Theory to Faculty, Classified Staff, and Administrators across all member institutions.	Up to date techniques and information on Adult Learning Theory will help with the continued development and growth of programs.	Pathway Indicators

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.

> Our plan for Professional Development for the 2016-17 year are as follows, but are not limited to:
>
> · Practices in basic and secondary skills that build "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, Classified Staff, and Administrators

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Provide at least two regional Professional Development activities on Adult Learning Theory for Faculty, Classified Staff, and Administrators from all member institutions.	Increased student success in course completion and pass rates.	Pathway Indicators

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.

> Our plan for leveraging resources for the 2016-17 year are as follows, but are not limited to:
>
> * Exploring, outreaching, and expanding partnerships with other outside Adult Education focused entities: Currently our Consortia is partnering with Santa Cruz Volunteer Center.
> * Steering Committee to review of potential partners and they could further support the AEBG program areas
> * Steering Committee to review how these other outside entities can help to fill in and address the gaps in services
> * Expanding and maintaining of existing regional resources and/or programs for Adult Education students
> * Collaborating and expanding partnerships with our local Workforce Development Board

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Continue to build upon the existing relationships with the local County Workforce Investment Board and the County Human Services Agency to expand opportunities for students to access WIOA and CalWORKs support and for those receiving CalWORKS support to obtain education.	Workforce Development Board and County Human Services Agency	WIOA and CalWORKS support for Adult Education students	Students eligible for WIOA and CalWORKS support	Pathway indicators, numbers of WIOA and CalWORKS supported students enrolled in pathways
Continue the development and implementation of CTE pathway for English Language Learners	Employers Workforce Development Board, County Human Services Agency	Identification of pathways with employment prospects. Support services for those on pathways	English Language Learners seeking pathway to employment	Pathway Indicators for enrollment of ELL, persistence and advancement to higher education and employment

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

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