09 Citrus | 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 Citrus College Adult Education Consortium has a vision that all students achieve their career and educational goals. The CCAEC values efficiency, transparency, accountability, and institutional autonomy while member institutions provide quality programs for its adult students. CCAEC members help our region by offering a variety of vocational, career development, high school diploma and equivalency, basic academic skills, parent success, and English learner programs open to all adult students without discrimination. We provide our adults educational pathways into the workforce and/or higher education and all CCAEC courses facilitate our students' incremental growth to pursue those pathways.

As the CCAEC moves into the third year of AEBG funding, the consortium believes it has made significant progress on addressing AEBG programs and objectives and it is poised to build on those efforts for a successful 2017-18.

By the end of 2016-17, CCAEC had maintained the levels and types of programs across the region that were expanded in 2015-16 through regional collaboration and resource planning. The consortium's new Career Center helped over 150 students, the new HiSET testing locale led to dozens of additional HiSET completers, and new course offerings across the consortium in ESL, basic academic skills, high school diploma and equivalency, and parent education saw increased enrollment and successes. These new offerings and programs were maintained in the face of higher costs from increases in salaries and contributions to retirement benefits.

Aligned learning objectives in CCAEC ESL, ASE, and ABE courses allowed for seamless transitions, and, critically, accelerated student outcomes. Language Proficiency Objectives for CCAEC ESL course descriptions were instrumental in creating a culture of progress and acceleration in member ESL programs. Counseling efforts established pathway documents for CCAEC students so that they clearly understand how to achieve postsecondary and employment options. CCAEC members also leveraged the resources of a large number of partners to improve services for our students. Most notably, Claremont USD utilized CCAEC member expertise and a new partnership with LA County WDB to become a WIOA Title II institution. Increased WIOA funds to Claremont will allow the entire consortium to better address AEBG programs and objectives.

The 2017-18 Annual Plan demonstrates how CCAEC members plan to build upon the successes of the first two years of AEBG

and to vigorously pursue our vision and mission. We will continue the successful efforts in alignment for seamless transitions and acceleration of student progress. We will maintain expanded program levels.

The primary consortium goal for 2017-18 will focus on data collection, aggregation and dissemination. Now that the state has settled on data-reporting protocols, the consortium wants to update its Regional Assessment Plan and make sure the public is aware of how it is making a significant impact on the lives of its students. Other consortium goals include creating uniform curriculum and accountability for Parent Success programs, increase acceleration with Early College programs, creating a more comprehensive consortium PD plan, and leveraging WDB affiliations to best provide services to consortium students.

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.
English as a Second Language	According to the U.S. Census Bureau, there are 24,901 adult residents just in the five municipalities of the consortium region who speak English less than very well. Also, there are 47,073 residents who are foreign born. These numbers do not consider surrounding cities and adjacent unincorporated areas that have residents who need to improve English skills to better engage in their community. Consortium ESL classes will address these gaps.	Consortium members will be sharing TOPSpro Enterprise enrollment and level gain data that is being used to report enrollment and performance outcomes to the state. This data will be aggregated and presented on the consortium website. Also, TABE results and ESL Level Exam data will be shared locally for members to measure student progress.
High School Diploma or Equivalency / Basic Academic Skills	According to the U.S. Census Bureau, there are 8,887 adult residents just in the five municipalities of the consortium region who do not have a high school diploma or equivalency. That does not consider surrounding cities and adjacent unincorporated areas that have residents who need to earn a diploma. Consortium ASE/ABE classes will address these gaps.	Consortium members will be sharing TOPSpro Enterprise data for diploma recipients and HiSET completers that is being used to report enrollment and performance outcomes to the state. This data will be aggregated and presented on the consortium website. Also, TABE results will be shared locally for members to measure progress.
Career Development / Adult Re-entry into Workforce	Despite lower unemployment rates across the region as San Gabriel Valley output has finally risen above pre-Great Recession levels, poverty levels remain stubborn. According to the U.S. Census Bureau, there are 13,326 adult residents just in the five municipalities of the consortium region who are ages 18-64 and live below the poverty. Those numbers do not consider surrounding cities and adjacent unincorporated areas that have residents wbelow the poverty line. The mission of CCAEC Career Development Centers are aligned to partnering WDBs. The goal is not just to get students jobs, but jobs with a living wage. CCAEC Career Centers do that.	CCAEC Career Development Centers measure enrollment of students who receive services and manually track student attainment of employment and wage increases. This year this data will be tracked through TE and locally and shared on the consortium website.

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.
Short-term Vocational Program for Employment	Though San Gabriel Valley output has finally risen above pre-Great Recession levels and unemployment has dropped, many regional residents may be employed, but are looking to change their career to put them on a pathway that is more financially beneficial. Also, many SGV industries need skilled labor. The consortium looked at the May 2017 Regional Economic Forecast from the San Gabriel Economic Partnership (SGVEP) in analyzing regional needs for both residents and industry. According to the SGVEP, Health Care accounts for 18.1% of total employment at 125,500 jobs. The SGVEP noted that the Transportation and Warehouse sector has seen significant growth. The SGVEP noted that the Construction sector saw dramatic growth in employment in Inland Empire and eastern part of the SGV. With the passage of the $54 billion infrastructure bill, the Foothill WDB has advised that employment growth in the Construction sector will be stronger throughout LA County in the coming years. Thus, the CCAEC has focused short-term vocational programs on Health Care, Transportation, Construction, and Office Occupations. CCAEC members have strong relationships with many regional businesses and the consortium works to provide short-term training for students to improve the their career prospects and for businesses to address their labor needs.	CCAEC members will track student attainment of employment and wage increases through TE and shared on the consortium website.
Parent Success	Numerous researchers have shown how parents' socioeconomic status indirectly or directly affects student achievement. By offering Parent Success programs, the consortium is aligning with member LCAP goals to improve connectivity to guardians and thus, K-12 student achievement.	Measuring progress in this program area has been the primary obstacle to increasing services. A Parent Success Faculty Advisory Committee will take direction from the state and the CCAEC board in determining the best way to measure success in this arena.

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.

Leverage consortium resources to open new Career Center in Claremont.

Collaborate with LACO WDB to complete Title II institutional requirements of LACO WDB Local Plan.

Utilize subcontracted Allocation funds to maintain current ASE/ABE, ESL, parent success, CTE, and Career Center program levels by meeting rising program costs caused by increasing salaries and retirement contributions.

Expand ASE/ABE, HiSET, CTE and ESL level course offerings where possible by leveraging new WIOA funds.

Create consortium Parent Success FAC to devise uniform curriculum and accountability.

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?
CPS implements its data system to gather student transition data.	1 - Not at all implemented	Creating a new mechanism to track K-12 student transition to CCCD institutions had insurmountable obstacles. CCCD counselors had concerns about violation of student privacy. Software solutions that could have addressed the needs, such as CommunityPro, were too large for a consortium our size. Also, CCAEC board members believed the consortium needed direction from the state before investing in a solution like CommunityPro. As it stands, it seems transition, employment, and wage increase data will be tracked through a student's social security number.	Institutions are beginning to collect SSNs from enrolling students to help the state gather employment and transition data.	We need state direction and leadership on how data for student transition to CCD and other postsecondary institutions will be tracked.
Create Counselor Pathways for Success (CPS), craft CPS missions and goals, and build CPS community.	5 - Fully implemented	The CCAEC Counselor Pathways for Success met numerous times and created pathway documents for K-12 students to better understand how to achieve career and academic goals. K-12 counselors established connections with Citrus counselors and shared important information about transitions. One obstacle arose with the non-credit counselor for Citrus leaving for another job. CPS will continue to further develop connections that were established in 2016-17.	None. The consortium is planning to build on 2016-17 efforts.	None.
Create or find a system to aggregate data for student transition to postsecondary institutions.	1 - Not at all implemented	As mentioned above, creating a new mechanism to track K-12 student transition to CCCD institutions had insurmountable obstacles. CCCD counselors had concerns about violation of student privacy. Software solutions that could have addressed the needs, such as CommunityPro, were too large for a consortium our size. Also, CCAEC board members believed the consortium needed direction from the state before investing in a solution like CommunityPro. As it stands, it seems transition, employment, and wage increase data will be tracked through a student's social security number.	Institutions are beginning to collect SSNs from enrolling students to help the state gather employment and transition data.	We need state direction and leadership on how data for student transition to CCD and other postsecondary institutions will be tracked.
Develop regional K-12 intake enrollment form for uniform data collection during intake.	4 - Mostly implemented	All K-12 adult education members use the same enrollment form with a change only in the institution's logo. This enrollment data is being uniformly gathered and eventually is entered into TOPSpro Enterprise for state reporting purposes. It was not at all possible for Citrus College to alter its enrollment forms to match K-12 institutions.	None.	The state has given us direction now with the use of TE. No further assistance is needed.
ESL FAC to finalize bank of questions for ESL Level Exams.	5 - Fully implemented	The CCAEC ESL Faculty Advisory Committee created detailed, exemplary learning objectives for six levels of ESL courses that the consortium calls Language Proficiency Objectives (LPOs). These LPOs cover Reading, Writing, Listening, Speaking, Grammar, and Vocabulary objectives for students. The ESL FAC used the LPOs to create a bank of test questions available for all member ESL departments. This bank is in the final stages of construction and will be available for use this year.	None.	None.
ESL faculty for all members pilot use of ESL Level exams.	5 - Fully implemented	Initial piloting of CCAEC ESL Level Exams occurred in a handful of classes and the ESL FAC believes that the bank of exam questions accurately reflect level proficiencies.	None.	None.
Explore possible ways to incorporate Early / Middle college courses for K-12 adult students.	4 - Mostly implemented	Through a partnership between Monrovia and Pacific College, CCAEC students who are graduates of CCAEC Allied Health Programs can earn 45 college credits towards a Bachelors of Science in Health Care Administration with Pacific College. Articulation efforts are underway for the consortium to offer Cyber Security courses that count towards an Associates in Cyber Security and a Bachelors in Business with Pacific College. Other Early/Middle College opportunities for CCAEC students are being explored.	CCAEC is continuing to research Early College programs for its K-12 students and will pursue those opportunities where they make sense.	None.

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?
Foster inform CPS discussions and brainstorming on ways to achieve CPS objectives.	4 - Mostly implemented	Initial CPS meetings yielded pathway documents for K-12 students to transition to postsecondary or employment. The consortium needs to build upon efforts started this year.	Re-establish with CPS with new non-credit counselor and devise CPS mission and focus for 2017-18.	None.
Implement CCAEC uniform K-12 ABE courses at each member institution	3 - Somewhat implemented	CCAEC K-12 members uniformly implemented competency based ABE Math courses. CCAEC members agreed upon uniform ELA learning objectives, but formal course outlines are still being developed with these outlines.	ELA course outlines will be finished this year using AEBG funds.	Provide detailed ELA course outlines as templates for the consortium.
Purchase and implement ASAP for Glendora USD.	5 - Fully implemented	Glendora purchased and implemented ASAP, but realized the solution was duplicating the functions of TE. Glendora will not be utilizing ASAP in the future.	None.	None.
Use TABE as uniform entry assessment for ABE	4 - Mostly implemented	Most K-12 members have extensively used TABE to understand the academic level of incoming ABE students.	Increased training and coordination to consistently use TABE across the consortium.	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.

Update Regional Assessment Plan to reflect new state data reporting procedures and implement new plan.

Leverage consortium resources to open a Career Center in Claremont that provides students with career development and transition to new or better employment.

Build on Counselor Pathways to Success to create better K-12/CCD counselor communication and more robust postsecondary pathways for students.

Explore other Early College programs and implement those that make sense with CCAEC vision and mission.

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?
Agree upon and implement Odysseyware course challenge exams.	5 - Fully implemented	Consortium ASE faculty agreed that Odysseyware's "prescribed" course pacing allows for a competency based approach to course completion and can serve as challenge exams to accelerate student progress.	None.	None.
Change ESL courses to semester courses.	5 - Fully implemented	A regional approach to course learning objective alignment and utilization of Allocation funds meant this goal was fully implemented. Implementation of this strategy was a consortium success.	None.	None.
Counselors finalize course descriptions for work-readiness classes and get board approval to accelerate ASE diploma students.	5 - Fully implemented	CCAEC members agreed upon Work Readiness courses and use them to accelerate student progress in the high school diploma programs and to better prepare students for transition to the workforce.	None.	None.
Create, pilot and eventually administer ESL level exams.	4 - Mostly implemented	A question bank for Level Exams have been created and questions have been piloted. The ESL FAC will focus on how to best utilize the exams and how to share data from the exams.	None.	None.
Explore possible ways to incorporate Early / Middle college courses for K-12 adult students.	4 - Mostly implemented	Through a partnership between Monrovia and Pacific College, CCAEC students who are graduates of CCAEC Allied Health Programs can earn 45 college credits towards a Bachelors of Science in Health Care Administration with Pacific College. Articulation efforts are underway for the consortium to offer Cyber Security courses that count towards an Associates in Cyber Security and a Bachelors in Business with Pacific College. Other Early/Middle College opportunities for CCAEC students are being explored.	CCAEC is continuing to research Early College programs for its K-12 students and will pursue those opportunities where they make sense.	Provide information on other consortia who have successfully implemented Early College programs ta=hat can be duplicated.
Get Odysseyware elective and credit recovery courses board approved on available for K-12 ASE students.	5 - Fully implemented	All members now offer significantly more electives for diploma students. Implementation of this strategy was a consortium success.	None.	None.
Increase ASE lab hours and provide more small group, direct instruction.	5 - Fully implemented	Members increased academic lab hours for diploma students and increased direct instruction hours for equivalency (HiSET) students. Implementation of this strategy was a consortium success.	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).

Market existing partnership Pacific College to increase consortium student enrollment in its bachelors programs.

Determine best practices for ESL Level Exams and implement those practices across the consortium to increase student acceleration in ESL.

Create uniform ABE ELA competency-based course outlines and implement across the consortium.

Create and pilot ESL workforce courses and implement across consortium where it makes sense.

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?
Board to review, revise and approve ASE and ABE professional development plan.	3 - Somewhat implemented	Due to the size of the ASE/ABE faculty for member institutions, a formal PD plan was not presented to the board. However, individual members did cooperate in a number of Professional Development areas for ASE and ABE. ABE faculty met to develop Math course outlines and ELA course learning objectives. ASE faculty met to develop increased technology literacy using Odysseyware and online learning management systems. This approach yielded positive results for K-12 members.	As it currently stands, the CCAEC board is considering what goals the consortium needs to achieve with ASE/ABE PD and will revisit this strategy for 2017-18.	The consortium uses OTAN resources, but perhaps the state has other PD resources? Continue AEBG conferences.
Board to review, revise, and approve CTE professional development schedule.	2 - Mostly not implemented	Due to the size of the CTE faculty for member institutions, a formal PD plan was not presented to the board. Industry standards dictate course learning objectives, so there was not a critical need for collaboration in that area. CCAEC members did collaborate to align MS Office curriculum to better prepare students for the work place.	As it currently stands, the CCAEC board is considering what goals the consortium needs to achieve with CTE PD and will revisit this strategy for 2017-18.	The consortium uses OTAN resources, but perhaps the state has other PD resources? Continue AEBG conferences.
Board to review, revise, and approve ESL professional development plan.	3 - Somewhat implemented	An extensive, robust consortium-wide ESL PD plan was submitted before the board, but individual institution budget concerns precluded the passage of the plan. Individual members did participate in a number of state and local PD opportunities and utilized a training-the-trainer model as attendees brought back to each site research-based instructional strategies. Members did cooperate in a mutual Professional Development around technology.	The ESL FAC is planning local conferences to encourage consortium-wide PD. The FAC will also take direction from the board and re-submit a comprehensive plan.	None.
Create CTE FACs by industry sector.	1 - Not at all implemented	Due to the size of the CTE faculty for member institutions and the fact that industry standards dictate curriculum, the need for a CTE FAC was not as necessary as originally believed. For the forseeable future, the consortium will not create a CTE FAC.	None.	None.
Create FAC for Adults Training for Child Success (Program 3.1e)	1 - Not at all implemented	This strategy was not started, but the consortium will pursue it in 2017-18. The biggest obstacle is determining accountability and data measurement.	Members will establish the Faculty Advisory Committee and identify action steps to create curriculum and accountability.	Provide examples of how other consortia are measuring outcomes for this program area.
Create FACs for Adults in Workforce and Pre-apprenticeship (Programs 3.1e)	2 - Mostly not implemented	This strategy was not started, but the consortium will pursue it in 2017-18 as a program area goal is to establish a career center in Claremont. Monrovia has some initial relationships with unions in the construction trades. Formalizing these relationships into apprenticeships as defined by legislation are more onerous, but members will be making efforts to do so.	Members will establish the Faculty Advisory Committee and identify action steps to create Career Center in Claremont and formalize an apprenticeship program.	Provide examples of how other consortia are addressing the legislature's request for apprenticeship programs.

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.

> Create PD conferences at the member level for the benefit of CCAEC faculty.

> Leverage the CCAEC website to provide faculty PD opportunities and resources.

> Work with ESL FAC and reconstitute a new comprehensive, consortium-wide ESL PD plan.

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?
Monrovia Library holds ESL classes	5 - Fully implemented	Monrovia has a strong partnership with its library and pays for ESL staff and curriculum and the library provides classroom space. This partnership has been a good success for the consortium.	This will remain a goal for the consortium and members will explore ways to replicate the success here.	None.
Negotiate	5 - Fully implemented	Not sure what this strategy was intended to be.	None.	None.
Negotiate future role with LA County WDB.	4 - Mostly implemented	All WIOA Title II institutions have signed Phase I MOUs with the LACO WDB (and Foothill WDB for Monrovia) and participated in the formation of the Local Plan. Members are in the process of negotiating Phase II cost sharing for the Infrastructure Funding Agreement (IFA). Members will collaborate with WDBs to make sure they provide services as outlined by the Local Plan. Full implementation will be concluded upon completion of Phase II negotiations.	Members just need to continue the MOU process with respective WDBs.	None.

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.

> Help implement the LACO WDB Local Plan for those parts of the plan for which CCAEC members are responsible.

> Continue partnerships with local libraries and explore ways to improve these.

> Create comprehensive consortium Employer Engagement Plan to identify all potential employers for Career Centers to utilize.

> Maintain and expand partnerships with employers for increased internship opportunities.

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	$4,074,252	$3,921,323	$152,929
2016-17	$4,097,268	$3,453,848	$643,420
Total	**$8,171,520**	**$7,375,171**	**$796,349**

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

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The primary challenge to spending 2015-16 Allocation funds was receiving the funds at the end of January 2016. However,
the CCAEC 2015-16 Annual Expenditure Report notes that the only funds remaining are $153,000 distributed to Citrus
College. Citrus has advised that these funds have been spent, but were not ready to itemize for the Annual Report.

The majority of the funds that were not expended from 2016-17 came from the Allocation portion of AEBG funds. This was
partially due to the late disbursement of 2015-16 pushing budgeted funding into the following year and partially due to
Citrus College subcontract 2016-17 funds back to other members at the end of the 2106-17 year.
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Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

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There is no plan to incorporate 2015-16 funds into 2017-18 activities as these funds have been expended (though not
entirely reported).

Carryover from 2016-17 will primarily be used to address gaps in services, most notably rising costs of the current level
of programs from increased salaries and retirement contributions.
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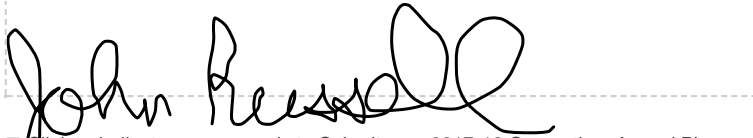## Section 3: Certification and Submission   −

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