

12 Contra Costa | 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)

Contra Costa County Adult Education Consortium (CCCAEC) will continue the momentum generated in various key work groups, which involve participants from all members of the consortium. Per the Three-Year plan, there is an emphasis on alignment activities, articulation agreements, and increases in non-credit offerings.

The vision of CCCAEC is to redesign a coordinated and regional delivery system of educational and supportive services that accelerate adult students' academic and career success and expands accessibility and quality of existing programs and services.

In 2016-17, curriculum alignment across Adult Basic Education/Adult Secondary Education was addressed with the formation of a common curriculum repository and development of common, contextualized course outlines for both Math and English. The ESL faculty also worked on alignment of course levels and competencies across member districts. Further alignment of service delivery is being achieved by the close working relationships of the Transition Specialists who represent both systems and create bridges between them for students navigating various pathways.

A number of articulation agreements were put into place and more are under development between Adult Schools and the Community Colleges, providing accelerated pathways and seamless transitions for students. And so far, six non-credit courses have been developed and proposed to provide linked learning experiences for ESL students.

Primary Goals for 17-18 are to:

- Increase collection and sharing of data across systems for improving student outcomes,
- Implement a common tool for access to labor market information, analysis, and program offerings through EMSI,
- Adopt common curriculum in order to prepare students for the workforce,
- Develop bridge course offerings within and across systems,
- Expand services to Adults with Disabilities,
- Complete strategic planning process resulting in development of next three-year plan, and
- Align student services and transition activities to promote bi-directional student access.

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.
Lack of access to childcare.	Students turned away or dropping out due to lack of childcare, particularly for ages 0-2.	Establish partnerships and leverage resources to offer more options for students with parenting responsibilities.
Limited, or no resources and supports for adults with disabilities e.g. learning, intellectual and developmental disabilities, mental health, visual, deaf and hard of hearing, etc.	AWD conducted service gaps survey of adult education and colleges in county.	AWD group developed a survey tool for learning support deployment - AWD group will survey users for effectiveness in 2017-18.
Growing immigrant/ELL population, particularly those using non-Latin script, yet service levels have remained flat or reduced due to lack of funding, teachers and infrastructure to support expansion.	Course offerings not restored to original gaps that existed when funding was slashed in 2008. Existing wait lists at adult schools and students turned away; reduced hours offered in existing classes.	Funding allocated for professional development needed to serve these populations and increase classes offered and students served.

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.

A comprehensive needs/gap analysis to inform improvements in educational services and programs for adult learners in Contra Costa County has been initiated by BW Research Partnership. While this will include some limited new data collection, it will also rely on the many studies of Contra Costa and the East Bay that have been produced in the last 3 years including an asset map of Contra Costa County, a regional East Bay Labor Market Analysis, and other resources. The above data will be used to perform a gaps analysis that compares existing capacity of adult learner programs in the consortium to community need in total, by sub-region, and industry demand. This will include identification of under or oversupply of program offerings for identified at need communities or in comparison to available opportunities in the local and regional job market. Both the data elements for aggregation and the core elements of the gaps analysis will be informed by an advisory team from the consortium.

Bridge course offerings to be developed within and across systems to support student transitions to career and post-secondary education.

Curriculum aligned to the College and Career Readiness Standards (CCRS) and incorporating skill building lessons that support the skills identified as being essential skills for success in community college classes and career training programs (i.e. notetaking, research skills, essay writing, workplace math and business English) will continue to be developed. This curriculum will be located in a repository for all teachers to access.

As part of our primary goal to address the gap in services to Adults with Disabilities (AWD), the AWD work group has proposed Kurzweil software purchase to give all students access to assistive technology. AWD is holding trainings for all sites on assistive technology and will host a spring curriculum sharing professional development event to further expand available offerings to students with disabilities. AWD is developing a proposal for 17-18 to recruit a student success specialist to be shared among the adult school sites.

The ESL work group will assist in the identification of training, materials and support needed, to include increased access to technology, to address a growing immigrant population, both literate and non-literate, who use non-Latin script in their first language.

The Budget work group will conduct an annual evaluation of the effectiveness of the budget and finance workgroup processes and procedures. As part of this they will:

- develop and approve an annual budget development timeline and process to more effectively meet budget submission timelines and support consortium objectives,
- develop and approve guidelines to ensure that resources are allocated to be most effective in meeting student need, including allocation and reallocation between members of the consortium,
- And, develop budget planning model that considers multi-year, ongoing needs and escalation informed by gaps analysis and the new 3 year strategic plan.

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?
3.1.1 Participate in ESL/ABE/ASE development of curricular congruence between the 7 K12 adult programs to ensure consistent alignment horizontally and vertically; 3.1.2 Facilitate ongoing collaboration among ESL/ABE/ASE faculty to develop a common language around student achievement expectations	3 - Somewhat implemented	Limited availability of needed faculty and staff; time constraints.	None	Continued sharing of best practices from other consortia state-wide.
3.2. Develop inter-segmental infrastructures aligned to facilitate student transition	3 - Somewhat implemented	Development of assessments pending further input and direction from field teams.	Incorporate recommendations from state field teams.	Hold regional or multi-regional training events; "All-College" meetings on Adult Education and transitions from AE to Comm. College.
3.3 Facilitate assessment of adult school students by offering assessment services at adult school.	3 - Somewhat implemented	Not all locations offering college assessments on adult school sites.	Expand assessment offerings at other adult school sites.	Continued sharing of best practices from other consortia state-wide.
3.4 Define work plan and generate goals for Transition and Student Services Workgroup	5 - Fully implemented	None	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.

Reviewed course outlines from both the adult schools and community college and is working to ensure that the adult school course outlines are aligned with the College and Career Readiness Standards and also teach the skills needed for students to be successful in the identified sequential college courses. Curriculum and college ready assessments will be developed once the course outlines are finalized. Academic calendars have been shared with the adult schools and Accuplacer and FAFSA workshops have been scheduled to take place on some of the adult school campuses. Additional workshops for college applications and assessments will be scheduled.

Data will be analyzed to determine if new course outlines and/or curriculum developed in 16-17 successfully prepares students to pass the new college and career readiness assessments, and how the new community college multiple measures assessments and placement policies apply to adult school students. Additionally, visual aids will be developed for High School/High School Equivalency students to navigate career pathways.

Academic calendars have been shared with the adult schools and Accuplacer and FAFSA workshops have been scheduled to take place on some of the adult school campuses. Additional workshops for college applications and assessments will be scheduled.

AWD group will be hosting a curriculum development event to develop classes for adults with disabilities to prepare for college including soft skills, study skills, navigating college processes, etc.

EMSI Career Coach will be introduced to adult school students to enhance career exploration by connecting with existing programs at colleges and opportunities for employment.

The Data and Accountability work group will continue supporting the work of ABE/ASE, ESL, CTE and AWD work groups with TOPS Enterprise (TE) reports and data in support of decisions around curriculum and pathway development to better serve students. They are working along two tracks to support staff in the administrative functions and processes involved for state reporting as well as providing data for programmatic decision making to create seamless transitions for student enhancement and program growth.

West County will continue to develop curriculum maps and guided pathways for CTE programs, finalize articulation agreements and process, as well as develop marketing materials for Adult Ed articulation, and develop campus wide professional development with emphasis on Adult Transition, as well as develop bridge programs for Early Childhood Education (ESL) & Health and Human Services program. Additionally, West County will continue professional development of I-BEST model (collaborative teaching) for adult school and college faculty. As they continue to host college application and on site assessment testing, they will calendar additional assessment testing dates aligned with HSD/HSE completion dates. They are also developing a series of College and Career Readiness Workshops that align with CCCC College & Career Readiness Competencies, as well as financial aid workshops designed to focus on financial literacy in partnership with SparkPoint.

East County will explore articulation at all three adult school sites with LMC for courses in Business Information Worker pathway, and other program areas that are commensurate with labor market needs and lead to a sustainable living wage. This work will build upon best practices being utilized in comprehensive K-12's for requesting articulation, utilizing CATEMA for transcript credit, and transitioning students between systems. They will create a master calendar of assessment dates at Adult Ed sites, including provisions to help students prepare for taking assessment tests. This sub-region will explore the use of GED scores as a multiple measure for placement in math and English at LMC, and an ELD decision tree using CASAS scores for multiple measure placement in ESL courses in California community colleges. Additionally, East county will support and do preliminary formative assessment of a new course at Liberty Adult Ed for transitioning students to community college. Finally, East County will pilot an ESL Bridge Academy during winter for transitioning ESL students to college, utilizing existing curriculum from Ohlone and Canada College.

Central County will continue collaboration with Martinez, Mt. Diablo and Acalanes Adult schools regarding career pathways. Articulation agreements have been established and will be implemented with Martinez Adult and Acalanes Adult effective Fall 2017. Mt. Diablo Adult school is implementing articulation agreements effective Spring 2018. And, in addition to the current workshops on:

- Benefits to College - Complete Application to College, Online Orientation
- FASFA and Financial Literacy
- Career Exploration
- Career Pathways - Local 342, BIW, Project Access, Year-up and FYE
- Student Resources - Shelter Inc, Rubicon, Spark point, Family First and Job Core

New workshops are to be developed for the college locations to allow for bi-directional referrals to Adult Schools on::

- Citizenship
- GED/HIset
- CTE programs
- ESL options

Central County will continue to develop non-credit courses to enhance current and future bridge programs building on current bridge program models for Business Information Worker and Project ACCESS.

Transition specialists representing all systems (adult education, jail programs, community college) work closely together and directly with students to assist in navigating available options within the consortium for achieving their academic and career goals and connecting to partner agencies and supportive services, where necessary, to enhance retention and success and will continue to expand these services.

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?
5.1 Share information on acceleration activities (English, Math) with adult school partners; ensure that adult school students have appropriate access to acceleration opportunities.	3 - Somewhat implemented	More acceleration options are being explored based on TAP webinar and best practices of other consortia.	Incorporate more acceleration opportunities.	Continued sharing of best practices from other consortia state-wide.
5.2 Collaborate with AE partners to develop an intake assessment/ed plan at the first point of entry.	2 - Mostly not implemented	Determining uniform process and incorporating TE data element needs. Lack of common orientation packet and assessment practices.	Incorporate recommendations of state field teams.	Input and guidance from field teams; sharing of best practices across consortia.
5.3. Develop materials to clearly communicate course sequences and transitional services to minimize extraneous course-taking behavior	2 - Mostly not implemented	Still developing course sequences as part of pathways and clarifying transitional services.	Process for communicating articulation agreements in place but other materials under development for describing course sequences as part of various pathways and transitional services.	Continued sharing of best practices from other consortia state-wide.

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).

The ABE/ASE Work Group will continue to contextualize classes to career pathways by adding soft skills, time management and other workplace skills into established courses and explore possible programs such as the New World of Work and ETS Workforce, which provides certificates for students demonstrating competency. Online programs will also be reviewed for use as stand-alone credit bearing classes, supplemental resources for blended classes and student communication support systems.

Contra Costa College English Department is moving ahead with compressing the basic skills English sequence.

Mt. Diablo Adult School Adult Basic Education department is working with Career and Technical Education Center to allow students to take CTEC classes for high school elective credit so that students can earn credits towards their diplomas while they learn career related skills.

The data work group is working with the transitions work group to ensure intake tools and assessments are clearly aligned to the AEBG reporting requirements and will make recommendations on an online interface for sharing of student information to support student progress, outcomes and transitions and a regional delivery system of programs and services.

AWD will implement student learning support survey at adult school sites looking at types of disabilities and accommodations provided. Based on survey results, matrix will be completed for Transition Specialists to use as navigation tool and gaps will be identified.

Adult schools and community colleges are aligning courses within the Business Information Worker pathway and increasing the number of articulation agreements and possible concurrent enrollment opportunities for students. Additionally, the CTE Workgroup is looking at the healthcare and industrial trade pathways for stackable certificates, course alignments, and entry classes in anticipation of the gaps analysis report.

Pathway grids established under CPT grants are to be expanded to include pathways with Adult Education. Professional development to be planned for community college and adult ed faculty and staff to better understand pathway grids and how to read them.

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?
6.1 Schedule and facilitate coordinated professional development activities for Transition Specialists	5 - Fully implemented	None	None	
6.2 Form a countywide AWD workgroup to assess how students with disabilities are served, what gaps exist, how resources can be coordinated.	5 - Fully implemented	None	None	
6.3 Identify conferences and trainings for co-participation by CC and AE members	4 - Mostly implemented	Still determining most suitable opportunities for member needs.	None	Recommendations; sharing of best practices from other consortia.
6.4 Provide introduction of students to the Disability Support Services (DSS) Department and facilitate continued communication between programs	5 - Fully implemented	None	None	
6.5 MDUSD plans to pilot a Transition Specialist in the 2016-2017 school year to provide individualized assistance to students and a cross-referral form is being discussed to encourage referrals for college support to the AWD program and DSS support for current and future CC students.	5 - Fully implemented	None	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.

Consortium members to receive professional development training on labor market analysis and course availability tool, EMSI, being adopted. Face-to-face instruction on utilization of data found in EMSI Analyst will be conducted jointly by EMSI and Centers of Excellence.

LMC DSPS is organizing a High Tech Center Training on assistive technology for Fall 2017. It will include county professionals who work with Adults with Disabilities. Training will be held Sept 14 and 15.

Planning to send more representatives to CASAS Summer Institute in 2017-18 for additional understanding of AEBG initiatives and data reporting.

Proposing trainings consortium-wide for implementation of New World of Work curriculum and other training as may be needed for using lessons from the curriculum repository being created by and for the consortium faculty. LMC is developing 2-3 individuals as New World of Work instructors to scale the training to other education partners. Consortium-wide professional development on student motivation, student persistence and behavior modification strategies to be identified and provided.

Transition Specialists to attend JSPAC conference for special populations as well as proposed training for Motivational Interviewing and New World of Work curriculum.

The Data and Accountability work group will continue their meetings with staff and faculty to provide support in utilizing TE and ASAP3 to set up, define and refine data collection and sharing, and to align the bi-directional transfer of data.

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?
7.1 Map existing partnerships and identify opportunities for collaboration among agencies.	3 - Somewhat implemented	Some possibilities have been presented and discussed but much foundational work has still been underway such that preparation was still needed before embarking on expanded collaborative opportunities.	Continue identifying existing partnerships and new collaborative opportunities.	Provide examples of shared agreements and technical assistance on such things as ROI's, in-kind exchanges, etc.
7.2 Continue discussions with DOR, Opportunity Jct., Sparkpoint, Project Search	5 - Fully implemented	None	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.

The AWD Work Group will serve as a Countywide Networking group where community organizations that serve AWD will be invited on a quarterly basis to share resources and discuss service gaps. Professional development will be held in Fall and Spring to include community partners.

The college and adult education CTE representatives share subregional initiatives that feature partnerships with an array of agencies and institutions - non-profits (Opportunity Junction, Rubicon); educational (secondary, post-secondary & university); business & industrial (Contra Costa County Industrial Association, East Bay Health Workforce Partnership); labor (Plumbers-Steamfitters-Refrigeration Union Local 342, International Brotherhood of Electrical Workers Local 302), etc. Additionally, CTE Work Group members facilitate peer-led presentations where leveraging AEBG resources with those of aligned initiatives will open existing opportunities to adult ed student, e.g. Diablo Valley College and Mt. Diablo USD Project Access featuring VESL and Early Childhood Education; Los Medanos College and Opportunity Junction Road Map to College "job seeker designed wrap-around student services". These will continue to be developed and expanded.

Regional initiatives are also shared by all consortium members. Example 1: Work-based learning opportunities are greatly enhanced with the introduction of Earn and Learn East Bay online employer database - an extensive network of East Bay workforce development and school-based employment specialists match employers with students for quality work-based learning experiences including paid internships and teacher externships; Example 2: Subscriptions to Economic Modeling Systems International's online labor market information product, Analyst, are made available to all adult ed districts. This tool, commonly used by colleges and local government economic development agencies, is now being adopted by all consortium member agencies.

The Data and Accountability work group will provide findings from multi-regional research and analysis endeavors to make recommendations to the Steering Committee related to data sharing agreements and student information management in support of leveraging resources and referral strategies for the benefit of adult learners in Contra Costa County.

Community partners will be given opportunities to present on their organizations and services provided and explore how to develop and strengthen partnership consortium-wide. Community partners include, but are not limited to: BACR, Spark Point, Shelter Inc., Rubicon, Opportunity Junction, Project Second Chance, and Reentry Success Center.

The Reentry Transition Specialist, working inside the three county jails, plays an important role in a coordinated effort transitioning returning citizens to the community. Community Based Organizations, County Offices, Workforce Development Board, Adult Schools, and Community Colleges all have a role at some point in providing services to these individuals. Multiple assessments will be administered while incarcerated and from there referrals will be made to appropriate resources who will work with the Transition Specialist to formulate a workable individualized plan. Upon release the Community Based Organizations, the Reentry Success Center (West County) or the Reentry Network (Central and East County) will continue to work with the returning citizen.

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	\$13,968,021	\$13,109,951	\$858,070
2016-17	\$14,065,636	\$11,052,876	\$3,012,760
Total	\$28,033,657	\$24,162,827	\$3,870,830

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

Significant challenges our consortium has encountered came from 1) receiving 15-16 funds at the beginning of 16-17 (two years of funding to expend in one year); 2) not having clear costs and definitions identified for “common costs” such as: marketing, professional development, transition specialists, and other common operational needs such that, instead of allowing for concrete budgeting at the individual site level, over \$1M was held in a “common cost” account for much of the year; 3) not having a clear process defined for establishing member effectiveness, appropriate interventions when needed for lack of spending, and increasing or reducing member allocations. While there are plans to have processes in place for changes to allocations by January 2018, there are some unresolved disparities resulting in some having the funding to support growth and partnership and those with no carryover or insufficient funds, overspending budget and dipping in reserves. When initial budgets were submitted, some members “low-balled” in good faith, to allow more for areas of need. However, shortly after, the state declared that members were guaranteed the same amount as in the previous year, and without a process being established or resolved for changes to allocations, those members are still operating on budgets that are less than their true needs.

Additionally, there have been multiple changes in administration and a lack of congruence in Adult School operations and data collection at the site and district level, in contrast to the community colleges. This has slowed participation, implementation and spending for several members. Both the college and adult school systems have had challenges with filling budgeted positions, which also delayed the encumbering of funds.

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

For Contra Costa Adult School (COE) the Consortium funding for 2017-18 only includes expenditures for salaries and benefits. Consequently, the carryover from 2016-17 will be used to support the teachers and the program by providing professional development and addressing additional technology and curriculum needs. Similarly, other members with small carryover amounts stated they will be using remaining funds for curriculum alignment, member participation in collaboration work and professional development, as well as addressing identified security issues and safety upgrades. For CCC and DVC, 2017-18 budget lines have been reduced in amounts equivalent to carry-over in same line items from 2015-16 and 2016-17 budgets since activities planned for 2017-18 are continuations or expansions of current activities.

LMC will use their carryover to implement an ESL Bridge Course, pay stipends for developing course articulations and pathways grids for student transitions, and provide professional development for East County in the areas of dual enrollment and the use of CATEMA.

For Antioch Adult School, the Interim Principal has developed a spending plan with the District's Fiscal Services

Department that will expend all funds carried over on building and implementation of a bona fide Adult Education Program in Antioch. New staff has already been hired and more will be added this year. Purchase orders are being prepared to purchase instructional supplies and equipment. Likewise, funds have been allocated for support services. The remaining funds from prior years and current allocations are expected to be fully utilized in fiscal year 2017-18.

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