

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
15-328-15	18 Gavilan

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
Sanidad, Mary Ann	AB 104 Project Director/ESL faculty	(408) 846-4945	msanidad@gavilan.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
Sanidad, Mary Ann	AB 104 Project Director/ESL faculty	(408) 846-4945	msanidad@gavilan.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
Krokower, Cindi	San Benito High School District	(831) 637-5840	ckrokower@sbhdsd.k12.ca.us	09/15/2015
Browne, Dennis	Morgan Hill Unified School District	(408) 201-6520	brownd@mhusd.org	08/04/2015
Brown, Randy	Gavilan Joint Community College District	(408) 848-4847	rbrown@gavilan.edu	09/08/2015
Camacho-Light, Greg	Gilroy Unified School District	(408) 337-3785	gregory.camacholight@gilroyunified.org	10/06/2016

Governance Plan

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

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

- Yes
 No

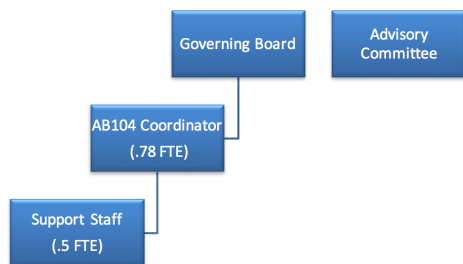
If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

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

AB104 Organizational Chart



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

- Yes
 No

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

Fiscal Management

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

•

MOUs were jointly created and signed by each partner district. Districts send in monthly invoices, breaking down expenditures by object code, to the College Business Office for reimbursement; as a result, Gavilan College will have object code totals in order to summarize for the final report. As for expenditures by program and objectives, directors will record costs by program and objective and submit to the Project Director to roll up into the reports.

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
Morgan Hill Unified School District	\$589,030
Gilroy Unified School District	\$245,199
San Benito High School District	\$30,633
Gavilan Joint Community College District	\$503,651
Total	\$1,368,513

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.

ACES' overall goal is to provide services and curriculum, developed in both academic and vocational areas, to provide opportunities for students to be informed and prepared for the path they choose. Year one was seen as a foundational year: hire counseling and peer advisors; contract with local child care providers; and to assess students with learning difficulties; create accelerated curriculum and develop some vocational classes; unite staff for cross training, professional development, and clarify changes in progress. The Consortium engaged the work of Vision Literacy, a community-based organization, to open a referral center in downtown Gilroy and to provide beginning literacy classes. Year two is intended to implement what was created in year one or continue work on incomplete efforts, and expand class offerings. Additionally, distance education will be researched and implemented to enhance learning, and more vocational classes/programs will be explored, working closely with the Gavilan College CTE division, Community Education, and the regional CCC Deputy Sector Navigator. There will also be an effort to incorporate other community-based organizations into our consortium work. At the end of 2016-17, ACES will be providing HSD and HSE in all three consortium cities, with off-site HSE testing available, ABE curriculum and instruction for those needing support in the aforementioned programs, contextualized ESL in at least two areas, a Phlebotomy course and courses in noncredit and credit Hospitality.

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
El Pajaro	CBO	Short-term entrepreneurship courses; consultation on ESL curriculum
First 5	CBO	Facility use
Gilroy Library	CBO	Literacy support
Learning and Loving Education Center	CBO	Instructional space and referrals
San Benito County Library	CBO	Facility Use
SBC/SCC Social Services	County agency	Instructional space and referrals
Vision Literacy	CBO	Assessment/Placement/Referral Center; literacy

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

The consortium's partnership with El Pajaro, a small-business incubation nonprofit, was very fruitful. The staff from El Pajaro worked collaboratively with consortium faculty to develop ESL curriculum focused on preparing students for opening or operating a small business. This curriculum, after approved, will lead to a short term certificate. El Pajaro also

offered its 10-week training program for Spanish-speaking Consortium students. The training program is followed up with 10 hours of technical support. The training was fully enrolled and produced complete business plans and will be repeated next year.

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 courses mentioned in the Executive Summary highlight successes and additional services provided by Consortium collaboration. Additionally, the Gavilan noncredit program has offered a series of new ESL and ESL computer literacy classes across the region. Of particular note, new noncredit courses intended to bring lower level ESL students to the college have been very effective. Morgan Hill Adult School has added ESL levels, has introduced distance learning component in its adult High School Diploma Program, and has begun to offer ABE math workshops.

As for challenges, hiring of new personnel and use of existing staff faced difficulties. The Consortium still plans to move forward with the intended activities, but is more mindful of the fact that, as part of a system, change moves slowly, and that it is very important to be in constant dialogue with people.

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.

Our consortium was successful in collaboratively developing new curriculum and educational programs. Once these are approved, the courses and programs will be offered. A series of new classes were offered across the consortium at both established and new locations. For example, a new ABE course was offered at the Morgan Hill Community Adult School and two new locations for the noncredit program were established in the community.

The college's capacity to process contracts, personnel requests and other business procedures slowed down the Consortium ability to complete its work plan. Additionally, the college's research and MIS capacity have made obtaining and utilizing data difficult. Lastly, the reporting requirements for the AEBG have been extensive and sometimes changing over time, which has occupied a large portion of staff time and been difficult to manage considering the governance structure of the consortium.

Section 3: Consortium Expenditures by Program Area and Objective –

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

2015 - 16 Expenditures							2016 - 17 Planned Expenditures								
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Objectives	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Object Code	Budgeted			Spent			+/-
	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 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.

[aebg_consortiumexpenditures_160701.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.

The adult schools, our community based organization partner, and the community college noncredit program all use CASAS and multiple measures for assessment and placement. Using CASAS and TOPSpro Enterprise, to collect data, a pilot will begin in 2016-17. Gavilan College has begun administering the college Math and English assessment to the adult school students at the adult school sites. Additionally, the credit ESL assessment is now being offered during noncredit orientation events to better place student in the ESL course continuum. The noncredit program has also implemented a common final across its courses. These final assessments are used to determine students' preparation to progress to the next course.

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

Name	Vendor	Core Services
CASAS/TOPSpro Enterprise	CASAS	Assessment and data collection
CELSA	CELSA	ESL assessment

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?

Using CASAS and TOPSpro Enterprise, to collect data from among all consortium members to track student enrollments, demographics, level completions, and attainment of objectives, will begin in 2016-17. The consortium also approved collaboration with the Contra Costa and Coast College consortia to co-invest in a super region data collection system. At the College, movement of students from noncredit to credit classes is tracked by the BANNER system. Semester-end final exams are given in College noncredit ESL classes to determine performance, which is used in addition to instructor input as used to determine progress.

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
BANNER	Elucian	Data tracking system
CASAS/TOPSpro Enterprise	CASAS	Data collection pilot

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.

Headway was achieved in several areas: Adult Ed. HSE and HSD instructors consulted with college math and English instructors to determine curriculum needs to make students transfer-ready. In addition to tweaking secondary math curriculum, a lower level of math was created. Curriculum for both ABE math classes and math boot camps were written; Counselors encouraged students to transition from noncredit ESL classes in the community to the community college, resulting in one level of integrated classes on the College campus, the first time this movement has ever been achieved; the College also visited the adult schools to give the College assessment tests and to assist in the application preparation. A Gavilan College noncredit student advisor was used to provide more information to students about opportunities for students to transition to further education. Finally, discussion on data collection began, and a pilot with CASAS is going to begin Fall 2016 to create a student identifier and to track these students' movement within the consortium. At the same time, agreement was made to co-invest with others in the super region to work on a larger data tracking and supporting system.

There were obstacles to hiring more counseling positions. Having a fulltime position and several part-time ones is still viewed as critical to the success of this work. The consortium programs will continue to persist in securing this additional work force as working with and establishing bonds with students and informing them of and providing opportunities for self-awareness and growth is at the heart of students taking steps to completion.

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
Student advisors	Increase in the number of students who transition to Gavilan College	Data tracking: number of students complete one program who and transition to another
Offsite assessment	Ease of preparation to transition to college work	Data tracking: number of students who transfer to the community college after program completion
Data collection	Compliance with State reporting needs	Successful and timely completion of required reports
Increased courses and programs	Increased course enrollment	Enrollment data
1 FT, 2 PT Counseling positions	Increase in the number of students transitioning and completing college educational plans	Data tracking: number of students complete one program who and transition to another
Project Director	Coordination of efforts; guidance in compliance to State's needs	Successful completion of consortium activities and requirements

Objective 4: Gaps in Services

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

In services, the consortium planned to provide childcare, more counseling support for students and expand into new locations and populations. As noted above, there were internal issues in securing the additional personnel. As for childcare, three agencies were to supply childcare. Due to stringent requirements, two of the agencies reluctantly decided to not participate as they were unwilling to go to the necessary lengths to meet the terms of the contract. Gavilan College will be able to execute a contract for Fall 16 with the First 5 of San Benito County. They will provide both facility space and child care playgroups.

In terms of instruction, two gaps were acknowledged: no elementary level of math and English to accommodate the needs of some students desiring to complete the HSE or HSD programs and limited availability of HSD. As a result, curriculum was written for ABE-level math, and preparations were made to open another HSD program within the consortium region. Groundwork, preparations and some initial work began in the area of short-term vocation courses, distance education courses and learning disabilities services. These will continue to be developed and offered in the following year. Gavilan noncredit program will also expand its location to 3 additional sites and corresponding neighborhoods. It is also partnering with county social service departments to offer a job preparation course for residents receiving aid or transitioning out of prison.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Offer new ABE courses, workshops, or boot camps	Better preparation to enter HSE and HSD programs	Comparatively better success in subsequent programs
Offer HSD in Gilroy	A viable HSD program where there was previously no program	Diminished enrollment of Gilroy students in other HSD programs
Expand number of classes offered (5 per term)	Increased locations to access	Enrollment records
Develop and/or offer online coursework	Increased enrollment	Enrollment records
Update technology as needed	Ability to run newer software programs	Successful use of technology
Develop and offer short-term vocational courses; articulate with Gavilan College CTE	Curriculum completed and courses offered	Course enrollment
Provide assistance to learning challenged students	Students identified and training provided	Student records
Off-site testing for HSE	Improved access to testing	Number of students assessed
College assessments at Adult Education	Increased assessments	Student testing records

Objective 5: Acceleration

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

In 2015-16, acceleration was a focal point in the area of ESL and HSD/HSE. In order to facilitate learning in the HSD and HSE programs, the development of the ABE curriculum was viewed as instrumental in moving students more effectively through the program; thus, the curriculum was created and will be offered in the following year.

In ESL, there was on-going discussion as to how to move students through the credit ESL curriculum more quickly.

Integrated models were reviewed and discussed at length, with decision set to be made in Fall 2016. Even if the decision is made to convert discreet skill language classes to integrated classes, the curriculum process used at the community college level will not allow for these classes to be offered before Spring 2017 or beyond. To accelerate ESL student progress in the noncredit program, a concerted effort has been made to assess student readiness for the next course level and move students to the next level. All noncredit program courses will receive a progress indicator, and ESL courses are using a common final for each level. The progress indicators are being used to help students enroll in the appropriate subsequent course. Counselors are supporting this transition and enrollment. Students are also offered incentives to make transitions. Finally, contextualized ESL curriculum has been written and will be used in the coming year to accelerate students through their linguistic development while preparing them for a vocational pathway.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Offer noncredit contextualized ESL classes	More pathways available and preparation for vocational areas increased	Student enrollment; Achievement in vocational courses and/or exit to workforce
Offer ABE classes, workshops, or boot camps	Better preparation for HSE and HSD programs	Comparison of student achievement and progress in HSE and HSD programs
Implement level assessment and progress indicator system	Improved student progression	Student progression data

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.

In 2015-16, two joint activities were sponsored. The first, in January, was a two-hour meeting that brought instructors and staff from all consortium schools to learn more about AB 104 and the planning through AB 86 and beyond, and to talk about the vision that had been taking shape. In June, ACES sponsored a three-day professional development symposium that brought in experts in learning disabilities, testing and data collection, creating authentic learning materials and integrating reading and writing, to name a few.

The noncredit program has hosted faculty-led lesson share events each term. These sharing sessions will continue through the next academic year. Consortium funds have been and will continue to be used to support registration and travel costs for faculty to attend conferences.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
One joint two-hour meeting	Cross-consortium unity and understanding of annual goals and activities	Survey
Three-day professional development symposium	Application of new instructional methods	Survey
Teacher share opportunities	Application of new instructional methods	Survey
Mentoring new instructors	Understanding of systems, program processes; ease of transition	Survey
Professional development opportunities	Application of new instructional methods	Survey
Instructional technology training	Increased use of technology in the classroom	Survey

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.

Not counting the 13 course site partnerships, ACES worked with four community-based organizations in the past year and will continue to work with them in the new year and to add more partners.

ACES worked with Vision Literacy to begin a referral center in downtown Gilroy and subcontracted with the agency to provide some literacy classes. The consortium also worked with El Pajaro, a small business development nonprofit. El Pajaro offered a short term Entrepreneurship class + individualized counseling support for business start-up. The class was well-enrolled and attended. They also consulted with ESL instructors to develop the contextualized ESL entrepreneurship preparation class. Gavilan College noncredit program is leveraging partnerships to offer its courses at 13 community sites. These sites provide free space with some provision of childcare at no cost to the consortium.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Referral, volunteer literacy, and provision of Service Learning opportunities for Gavilan College students	Vision Literacy	Coordination of Center, consortium marketing, small group Literacy instruction,	Increased visibility of consortium work in the community leading to increased enrollments; placement of Gavilan College students in the Center	Enrollment records
Short term Entrepreneurship courses and one-one business development counseling	El Pajaro	Provision of instruction and counseling	Completion of course and successful preparation of business plan	Enrollment records; final grades
Course offerings	Learning and Loving Education Center	Instructional space and referrals	Increased enrollments	Enrollment records
Facility use	Gilroy Library	Literacy support	Increased access to literacy in the community	Attendance and completion records
Facility use; possibility of tutor training	San Benito County Library	Facility space and literacy support	Increased access to literacy in the community and increased enrollment for Gavilan College	Attendance and completion records; enrollment records
Facility use and childcare	First 5	Childcare and facility space	Increased enrollment	Enrollment records
Job preparation courses	SBS and SCC Social Services	Referrals and classroom space	Increased student enrollment and college transitions	Enrollment and transition records

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.