

# 21 Salinas Valley | 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)

Our Consortium made great strides in 16-17, particularly in filling regional gaps in ESL and ASE/HSE instruction and HSE testing. Every district increased types, levels, days/times, and locations of adult ed classes. Capacity was greatly increased with teacher and staff hiring and facilities expansion, and increased enrollment was also due in part to more outreach. Workforce development and CTE programming for adult learners was also increased, although more progress will be seen in 17-18.

In Year 3, Members will focus more on digital literacy and citizenship preparation, as well as workforce entry and CTE instruction. Several new promising CTE programs are starting at adult schools, including Medical Assistant and Registered Dental Assistant training, Food Handlers/ServSafe training and certification, and Forklift operation training and certification. The college will transition its CTE bridge course, Intro to Building Trades, into noncredit, and new noncredit VESL curriculum will be developed for several industry sector pathways.

Increased college and career pathway and transition support for adult learners will be a high priority, as will other support services like childcare and parent support. Family literacy programming will expand to additional districts, and MCOE's Alternative Education Program will start a college and career pathway program for young single parents in need of extra support. MCOE and Salinas Adult School will also collaborate in the expansion of ABE/ASE/HSE instruction/testing and workforce development preparation for adults in the County Jail.

The Consortium will increase its regional collaborative professional development for adult ed teachers, staff, and administrators. And, with the recent SVAEC website launch and creation of a Salinas Valley Adult Education Services Directory, a lot more outreach and marketing activities will lead to increased awareness and visibility of our Members and Community Partners. Many new community and industry partnerships were formed in Year 2, and that will continue in Year 3, particularly with our strengthened relationship with the local Workforce Development Board and involvement in regional efforts by groups like the Monterey Bay Economic Partnership.

The SVAEC is proud of the progress made thus far in filling gaps in adult education, integrating programs and services for adults, and helping students accelerate their progress toward reaching their goals. In Year 3, with the help of the Data & Accountability funding, the Consortium will improve its ability to make data-driven and evidence-based decisions and begin a rigorous strategic planning and assessment process to prepare for the next three years and continually improve and expand adult education services in the Salinas Valley.

## 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.
<p>ESL/EL Civics, and Basic Literacy in English and Spanish: Need more ESL classes and higher enrollment in general, plus more options in terms of levels, days/times, and locations. Increased targeted outreach/marketing/recruitment also needed. More qualified teachers, staff, facilities, and outreach/marketing are needed to fill this gap. Specialists are needed for basic literacy instruction.</p>	<p>Demographic data (% of adults in region with limited English speaking ability); input from adult education providers and community partners based on service demand (student enrollment and assessment, inquiries, waiting lists, and student surveys)</p>	<p>Increased enrollment in ESL classes, increased English language skills gains, and improved literacy levels. To be measured through CASAS assessments, course completions, advancement to higher level courses, advancement to post-secondary education, advancement to CTE or other job training program, and increased wages or employment. Also other qualitative measures like ability to help children with school work and communicate with children's teachers and school staff.</p>
<p>Citizenship, EL Civics, and Immigrant Integration: More classes need to be offered at different days/times and locations. Additional professional development for instructors is also needed.</p>	<p>Demographic data (% of adults in region who are not U.S. citizens); input from adult education providers based on service demand (student enrollment, inquiries, waiting lists)</p>	<p>Increased number of students enrolling in Citizenship or EL Civics courses and passing the Citizenship Exam; to be documented in CASAS TE. Also qualitative measures like increased involvement in civic activities and access to community resources.</p>
<p>Transition Support for Adult College &amp; Career Pathways: More staff, particularly for FT positions, are needed to provide these services. Additional professional development for staff and teachers is needed.</p>	<p>Demographic data (% of adults without postsecondary education and % unemployed/underemployed); input from adult education providers and community partners based on service demand (student inquiries, student surveys, teacher and staff feedback); input from employers and industry associations</p>	<p>Increased provision of and access to transition support, measured by number of relevant positions or activities, hours of such support provided, number of students using the services, number of student education and career plans developed, and follow up. Increased enrollment and retention of adult students in post-secondary programs, including credit or noncredit. Increased enrollment and retention of students in CTE, pre-apprenticeship/apprenticeship, or other career pathways programs. Increased employment or wage increases. Still determining how to effectively collect/track this data.</p>
<p>Adult High School Diploma and High School Equivalency: More outreach/marketing/recruitment is needed, as well as an increase in locations and days/times/times of year when classes and testing services are offered.</p>	<p>Demographic data (% of adults in region without a HSD or HSE); input from adult education providers and community partners based on service demand (student enrollment and assessment, inquiries, and student surveys)</p>	<p>Increased enrollment in HSD and HSE courses and increased completion of those courses; most importantly, increased number of students obtaining a HSD or HSE. The demand for and enrollment in English vs Spanish HSD/HSE programs and HSD vs HSE programs are monitored closely to assess need and inform planning. Ideally the instances of student employment or wage increases due to HSD/HSE obtainment will be documented in CASAS TE.</p>
<p>Workforce Readiness and CTE leading to increased earning capacity and social mobility: Need more classes and programs, more industry and student input in program development, and more professional development for teachers, staff, and administrators. Also need more internship/work experience and job placement services.</p>	<p>Demographic data (% of adults in region who are unemployed/underemployed and/or living in poverty); input from adult education providers and community partners based on service demand (student inquiries and teacher and staff feedback); input from employers and industry associations</p>	<p>Improved workforce readiness skills and knowledge, e.g. resume-writing, interviewing, and job seeking skills; knowledge of career options and interests; digital literacy; soft skills. Increased enrollment in and completion of Workforce Readiness and CTE courses. Increased CTE certificates and industry-recognized certifications. Increased employment, wage increases, or earning capacity.</p>

### 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.

Expand programs in order to increase instruction and testing offered and accessed throughout the region to fill identified gaps: Adult ESL, Basic Literacy, Citizenship and Immigrant Integration, HSD/HSE, Workforce Readiness (including Digital Literacy), and CTE.

Improve access and outcomes by increased support services for adult learners, particularly college and career transition support, outreach and follow-up services, childcare, and parent education.

Improve program efficacy by increasing professional development for teachers, staff, and administrators; the number of full time salaried AE-dedicated positions; access to AE and CTE teacher credentialing opportunities; and curriculum development and alignment.

Improve data and assessment practices and staffing across all programs and services, with a focus on measuring outcomes and assessing student needs, both for reporting and program improvement purposes.

Improve employment and wage-increase outcomes through increased Consortium, industry, and community collaboration and the development of more Workforce Readiness, CTE, Pre-Apprenticeship, and other Career Pathways programs that result in certificates/certifications, increased earning capacity, and viable job opportunities.

## 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?
Bridge Programming for adult learners transitioning to community college	2 - Mostly not implemented	Different schedules with adult schools and college (timing and recruitment); staff/teacher availability; inadequate staffing for adult ed programming; first time to offer, took time to develop; lack of student data on incoming adult learners	More future planning and development; recruiting throughout year; more prospective adult student data and outreach and case management	Technical assistance with tracking outreach activities and support services; data system that connects agencies; curriculum and instruction resources for bridge programming
Consortium Administration	5 - Fully implemented			
Counseling for college and career pathway advising and transition support for all AE students	3 - Somewhat implemented	Inadequate staffing and staff turnover; insufficient training/professional development; insufficient funding, particularly for adequate staff compensation	Hire staff to cover entire Consortium and to support students along their entire pathway, with a broader range of services and more follow-up	Additional funding; professional development; staff recruitment strategies; teacher/counselor/advisor min. qual. and compensation issues; advocacy for these types of services with districts
Program Alignment through Consortium Professional Learning Communities (PLCs) comprised of ESL, Basic Skills/HSE, and CTE instructors, support staff, and administrators	3 - Somewhat implemented	PLCs were put on hold in order to form Data Workgroup and focus on data and accountability needs; districts were still hiring and didn't have a lot of teachers/staff to participate; hard to gather participants	Start up PLCs again in 17-18 and recruit new teachers/staff to participate and take on leadership roles; use virtual meeting tools more	Technical assistance and resources for PLCs; training and resources on HOW to align curriculum
Workforce Preparation instruction and support for career exploration and development, soft skills development, and digital literacy	3 - Somewhat implemented	Inadequate staffing; insufficient training/professional development; limited curriculum; insufficient funding, particularly for adequate staff compensation	Hire more qualified staff and provide more staff training; plan to offer more of this programming; maybe start Workforce Development PLC; engage and collaborate more with employers	Additional funding; technical assistance and professional development; curriculum and instructional resources; more industry resources re: career pathways

**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.

CASAS assessments will be used for all ESL and ABE/ASE classes, including at the adults schools, community college (noncredit), and county office of education programs. (Our local Workforce Development Board is also going to adopt CASAS, and we have approached the public libraries about using it in their ESL and Basic English Literacy programs.)

Several Members are currently updating or planning to update their curricula, developing new curricula, and/or aligning curricula within their own programs. At the same time, Members will work together in the Consortium Professional Learning Communities to align program standards, learning outcomes, and assessment/placement practices at a regional level.

Adult Transition Specialist(s) to better serve the Consortium's adult learners in their transitions to post-secondary education and training programs. Increased transition/bridge programming, including field trips, campus tours, educational planning, etc.

Hartnell Community College will continue to develop a new noncredit program with new noncredit ESL, digital literacy, and CTE courses. This noncredit program will help fill in gaps in the college and career pathways for adult learners, serving as a bridge between adult schools and credit postsecondary courses.

## 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?
Basic Computer Skills / Office Technology Instruction (some in English, some VESL, some in Spanish)	4 - Mostly implemented	Insufficient funding and instructors for additional classes; time needed for curriculum development	Will offer classes in new locations and more days/times	Additional funding; professional development and curriculum and instructional resources
Burlington English: ESL software for language development and career exploration	4 - Mostly implemented			
CTE Classes in Office Technology and Medical Office Technology (with VESL components); possibly in CNA, Auto Technology, Welding	3 - Somewhat implemented	Some districts started new CTE classes, but many still need to further develop curriculum, hire instructors, or do more recruiting	Further development and implementation; further collaboration with community college and industry and community partners	Funding, technical assistance, training/professional development, curriculum and instructional resources
CTE Foundations Courses for 18+ incarcerated youth - Career Pathways in Transportation, Diesel Mechanics, and Information Technology	5 - Fully implemented			
CTE Student Academic Support: Contextualized learning modules that focus on basic math, English and ESL instruction that are trade specific, to help accelerate CTE students toward course completion. This supplemental instruction includes short, instructional videos and contextualized practice and application activities in targeted CTE trades, which are delivered online (preferably viewable through cellular phones) and by tutors, basic skills coaches, and instructors.	4 - Mostly implemented	Time (still need to finish language skills modules); engaging students and faculty		
Family Literacy and Training for Adults to Support Child School Success	3 - Somewhat implemented	Only one district put a lot of resources into this; not a high priority for all Members; more time and resources needed to develop	Several more districts will make it more of a priority in 17-18	Funding, technical assistance, additional clarification on the parameters and outcomes of this program area; guidance on how to measure outcomes
Farmworker Education Program: Content-based education program using iBest model for farmworker education and advancement: basic and advanced horticulture, English, mathematics, computers, and workplace/soft skills. Initial foci in berries and floriculture with subsequent potential in leafy greens and viticulture cropping systems.	2 - Mostly not implemented	Slow process with industry, working with employers' schedules; more curriculum development was needed; director position not filled until Feb. 2017	Classes being piloted in summer 17 will serve as models that will then be scaled and expanded to other industries	
Northstar Digital Literacy Assessment Tool	4 - Mostly implemented			
Trades Career Exploration and Development Series	5 - Fully implemented			

**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).

Services in the County Jail will be increased to provide more HSD/HSE services as well as Workforce Readiness and CTE Bridge Programming, through MCOE Alternative Education and Salinas Adult School

New CTE courses: Forklift Certification course, MOS Certification course, and ServSafe/Food Handlers Certification course, First Aid/CPR certification and Paraprofessional certification services at Gonzales Adult School; Medical Assistant and Registered Dental Assistant programs at Soledad Adult School; Pre-CTE course for Professions in the Trades at Salinas Adult School. In addition to instruction and testing, also adding/increasing additional tutoring and academic support.

New College and Career Pathways for Single Parents Program through MCOE Alternative Education in collaboration with Salinas Adult School, Hartnell College, and community partners

New Family Literacy and other programming that trains adults how to support children's school success: Soledad Adult School will start the Latino Family Literacy Project and North Monterey County Adult Ed will start Parent Education workshops

**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?
Collaborative Professional Development: Locally-organized trainings, including new AE teacher trainings and learning disabilities trainings; CASAS, ASAP, CalPro, OTAN	2 - Mostly not implemented	Limited time/capacity of staff. Districts were still trying to fill positions in Year 2.	Now that districts are done with most of their hiring and have new teachers and staff to train, this will be made a higher priority. An annual PD Plan and Schedule will be developed and implemented. And adult ed teachers and staff will be surveyed about their training needs and interests and ability to access.	More regional trainings.
Conferences: AEBG, ACCE, ASAP, CASAS, CATESOL, CCAE, CCAOE, CPRN, HiSET, TDLS, 3CSN, RP Group...	5 - Fully implemented			
Consortium Professional Learning Communities (PLCs) for ESL, Basic Skills/HSE, and CTE instructors, support staff, and administrators	3 - Somewhat implemented	PLCs were put on hold in order to form Data Workgroup and focus on data and accountability needs; districts were still hiring and didn't have a lot of teachers/staff to participate; hard to gather participants	Start up PLCs again in 17-18 and recruit new teachers/staff to participate and take on leadership roles; use virtual meeting tools more	Technical assistance and resources for PLCs; training and resources on HOW to align curriculum

**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.

Formation of a Consortium PD Workgroup or Team, and development and implementation of a more intentional and robust Collaborative PD Plan and Schedule.

Super-regional Adult Education Professional Development Day in October (with 3 other neighboring consortia)

## 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?
AE instructors and tutors	3 - Somewhat implemented	MCOE collaborated with CSUMB to provide tutoring, but other partnerships for tutoring have not yet been established due to staff time/capacity restraints	At least one other Member is going to start a Peer Tutoring Program, rather than rely on external partners. We will also make this more of a priority in 17-18.	Funding for additional academic support services for adult education
Funding and student work experience	2 - Mostly not implemented	MCOE Alternative Ed contracted with Turning Point to place students in internships and jobs; no other Members have started such programming; need to build more partnerships with employers; also challenging with a large undocumented population, who cannot easily participate in employment programs	Increase employer outreach and partnership-building; explore opportunities for special populations, including undocumented students and formerly incarcerated adults and adults with disabilities	Resources with program models and other guidance; funding for more workforce development, work experience, and job placement services for adult learners, including staff dedicated to this
Instruction at offsite locations	4 - Mostly implemented	Several districts collaborated with other LEAs, churches, libraries, and CBOs to provide AE services in more locations; there is always room to grow in this area, more expansion that can happen	Continue building relationships with community and industry partners and finding more places to reach adult learners and meet their needs	
Outreach and recruitment	3 - Somewhat implemented	A lot of progress took place in this area, but still not enough; takes a lot of time and resources	Going to make an even higher priority, both at consortium level and individual Member level	Templates for marketing/outreach materials and other technical assistance; additional funding for more outreach and recruitment staff and resources

### 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.

Community Partner Networking Event: Hold a second Salinas Valley Adult Education Community Partner Networking Event, which provides a venue for community and industry partners to learn about the new programs and services offered by our Member adult education providers, and for Members to learn about other services in the region, and for the building of relationships that will lead to valuable partnerships that will benefit adult learners

Website and Services Directory: The SVAEC website is finally live; now we must use it to get the word out to the community. We have also created a Salinas Valley Adult Education Services Directory, which we send out to community partners. Both of these activities leverage the partners who make up a network of service providers who will help with referrals to our adult education programs.

Development of a more intentional and robust Consortium Marketing Plan, particularly for collaborative marketing strategies (in addition to individual district marketing activities).

Workforce Development Board: Now that a relationship has been established with the Monterey County Workforce Development Board and our Consortium is listed as a partner in the MCWDB Regional Plan, we hope to work with the WDB to offer more job training programs for our adult learners, offer more adult ed services at the One Stop Centers, and strengthen our service provider referral network.

Industry advisory boards and other Hartnell Community College industry relationships: Leverage the college's and the college foundation's industry relationships and become involved in their boards/committees and initiatives, including the Ag Steering Committee and the Salinas Valley Health Professions Pathways Partnership



## 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	\$3,437,850	\$3,397,311	\$40,539
2016-17	\$3,490,139	\$2,744,396	\$745,743
<b>Total</b>	<b>\$6,927,989</b>	<b>\$6,141,707</b>	<b>\$786,282</b>

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

The primary challenge (besides the late start in Year 1, which pushed everything back by 6 months) have been the slow and cumbersome hiring and purchasing processes at districts (finally by the end of this year almost all planned positions were filled and materials/equipment were purchased). Unions have also affected hiring in a couple of districts. Another challenge is part-time teacher and staff retention (to address this, several of the Members are advocating for their districts to create more full-time positions for their adult education programs). The Data & Accountability funding has been a factor, as well, as we spent those funds on some software and professional development that had originally been part of the plan for regular funds. There is still hesitancy to make long-term investments, particularly in AE staff/teacher positions, due to the term "Grant" in AEBG and districts' (mis)understanding of the AB104 funding.

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

There is very little 15-16 carryover remaining. Hartnell will use its small amount of carryover for supplies and materials for their next CTE Bridge section in early 17-18. MCOE received re-distributed 15-16 carryover funds from the Shared Consortium Fund in February; they will spend the remaining amount for which it was originally intended - expansion of their CTE programs and additional clerical support. The 16-17 carryover will predominantly be used for activities from the 16-17 plan, mainly for salaries/benefits for positions that were filled later than planned this past year and for stipends for workgroups/PLCs that were put on hold in Year 2 but which will recommence in Year 3. Some Members, however, are using their 16-17 carryover for activities for which they had originally planned to use 17-18 funds but because their 17-18 allocation ended up being less than the prior year they are using carryover. The majority of these activities are maintaining prior-year services, not completely new activities. The Consortium is working to refine its policies and procedures for carryover funds, putting stricter spending deadlines on them and establishing redistribution processes.

## Section 3: Certification and Submission

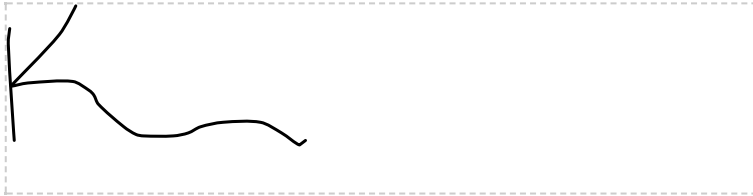
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

*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)

A handwritten signature in black ink is visible within a dashed rectangular box. The signature appears to be a stylized 'K' followed by a horizontal line and a wavy tail.

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