

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 |
|-------------------------|-----------------|
| 15-328-22 | 26 Long Beach |

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 |
|-------------------|----------------------------------------|----------------|-------------------------|
| Smith, Mollie | Dean of CTE | (562) 938-3057 | msmith@lbcc.edu |
| Anderson, Felicia | Assistant Principle | (562) 595-8893 | fanderson@lbschools.net |
| Ortega, Carol | Program Administrator, K-12 Counseling | (562) 997-8301 | cortega@lbschools.net |
| Long, Terri | Vice President, Academic Affairs | (562) 938-4209 | tlong@lbcc.edu |
| Lewis, Stephanie | Program Director, Adult Education | (562) 938-3330 | slewis@lbcc.edu |

Funding Channel

The consortium has chosen direct funding

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 |
|----------------|-----------------------------------------|----------------|--------------------|
| Thompson, John | Director of Fiscal Services and Payroll | (562) 938-4102 | jthompson@lbcc.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 |
|---------------|---------------------------------------|----------------|-----------------------|------------|
| Ortega, Carol | Long Beach Unified School District | (562) 997-8301 | cortega@lbschools.net | 09/15/2015 |
| Long, Terri | Long Beach Community College District | (562) 938-4209 | tlong@lbcc.edu | 09/08/2015 |

Governance Plan

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

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

- ☒ Yes
☐ No

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

 [Download Governance Plan Template](#)

[governance8112016.pdf](#)

Organizational Chart

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

LONG BEACH ADULT EDUCATION CONSORTIUM



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.

[lbaecchart8.9.16.jpg](#)

Fiscal Management

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

The Adult Education Director will work with the consortium administrators to manage the block grant. The Adult Education Director will be responsible for grant expenditures spend down. Input from the Working Group will be used to provide guidance to determine the spend down of budget based on allowable expenditures and program objectives.

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

The consortium has chosen direct funding. By choosing direct funding this will provide the most effective means in providing allocated funds to the members of the consortium.

The Adult Education Program Director will work with the consortium administrators to manage the block grant and will be responsible for grant expenditures spend down. Input from the Working Group will also be used to provide guidance to determine the spending of budget based on allowable expenditures and program objectives.

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 |
|-------------------------------------------------------------------------------------------------------------------------|--------------------|
|  Long Beach Unified School District | \$1,135,280 |
|  Long Beach Community College District | \$1,135,280 |
| Total | \$2,270,560 |

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.

During the 15-16 school year, the consortium was focused on creating partnerships in the community that would support the goals of adult education as well as reviewing course offerings so that they are aligned to the needs of potential adult education students. For the 16-17 school year the consortium is dedicated to improving on last year's accomplishments, specifically, increasing their partnerships with CBO's. Together the consortium and the partners will create a resource guide aimed at providing students with references and information needed for program offerings as well as pre and post transitional services. The consortium will be dedicated to creating specific non-credit curriculum that will lead to employment or post-secondary education. Working between the two members (LBCC & LBUSD) and the community partners we are going to focus on creating seamless pathways that will allow students to move from one entity to another. Lastly, we are going to place greater emphasis on a comprehensive marketing plan that will include creating a mission statement and name which is easily recognizable in the community.

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 |
|----------------------|-----------------------|----------------------------|
| Centro CHA | Workforce | BAE; CTE; ESL; Citizenship |
| CSULB EOPS | Educational | CTE; BAE; HSD/HSE |
| LB Goodwill | Workforce/CBO | BAE; CTE; ESL |
| Long Beach Job Coprs | Workforce/Educational | BAE; CTE; HSD; HSE; ESL |
| Long Beach Library | State/County | HSD/HSE; BAE; ESL |
| Pacific Gateway | Workforce/County | BAE; HSE/HSD; CTE; ESL |

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

Recognizing that many of our partners were not aware of the services that each offered to current and potential adult education students we have agreed to hold bi-monthly partner ONLY meetings. The purpose of the meetings are to provide the partners an opportunity to discuss new course offerings, services, concerns, goals and ideas that can support the consortium as well as current and potential adult school education students.

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.

LBAEC has worked diligently to expand their HSD/HSE offerings to the Long Beach community. As a result adult independent studies classes have been created aimed at targeting adults who need to obtain a HSD/HSE but have difficulty in attending

classes due to other obligations. Additionally, there has been extensive work in creating basic skills modules that will provide greater opportunities for students who need to refresh skills to be successful in post-secondary education.

During the 2015-2016 program year, the consortium lost its Program Director and remained without for most of the year. This resulted in the consortium not having a person to take on the dedicated responsibility of keeping the consortium on track. With the addition of a new Program Director, the focus has now returned with increased intensity toward meeting the outlined goals of the consortium as it looks to expand its services to the Long Beach community.

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.

N/A

N/A

Section 3: Consortium Expenditures by Program Area and Objective

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

| 2015 - 16 Expenditures | | | | | | | |
|------------------------------------------------------|------------|------------------------|------------|------------|------------------------|------------|----------|
| Program Areas | Budgeted | | | Spent | | | +/- |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | |
| 3.1a Adult education (ABE, ASE, Basic Skills) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 3.1b English as a second language | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 3.1c Pre-apprenticeship training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 3.1d Career and technical training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 3.1e Adults training to support child school success | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 3.1f Older adults in the workforce | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 3.1g Services to adults with disabilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| Objectives | Budgeted | | | Spent | | | +/- |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | |
| 5.1a Obj. 3: Seamless Transition | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 5.1b Obj. 4: Gaps in Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 5.1c Obj. 5: Accelerated Learning | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 5.1d Obj. 6: Professional Development | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 5.1e Obj. 7: Leveraging Structures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 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 | - |

| 2016 - 17 Planned Expenditures | | | | | | | |
|--------------------------------|------------|---------------|------------|------------|-------------------|---------------------|------------|
| AEBG | WIOA | Adult Perkins | Ca/WorKs | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| AEBG | WIOA | Adult Perkins | Ca/WorKs | LCFF | CCD Apportionment | Incarcerated Adults | Total |
|------------|------------|---------------|------------|------------|-------------------|---------------------|------------|
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| Object Code | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | +/- |
|--------------------------------|------------|------------------------|------------|------------|------------------------|------------|----------|
| 1000 Instructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 2000 Noninstructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 3000 Employee Benefits | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 4000 Supplies and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 5000 Other Operating Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 6000 Capital Outlay | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| 7000 Other Outgo | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| Indirect / Administration | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - |

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[aebg1516expendituresbusd.xlsx](#)

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.

LBAEC uses a variety of assessment tools for students interested in programs. Currently we are using both TABE and CASAS as a way to assess students. Both members recognize that each assessment provides invaluable information in placing students so we have begun creating a crosswalk to align both assessment tools that will allow students to move seamlessly through the programs and eliminate the need for continuous and multiple testing.

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 | | ESL; ABE; SBE |
| TABE | | BAE; CTE |

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?

LBUSD currently uses two systems to track and record student data - CASAS and ASAP. Each tracking systems effectively measures and provides information based on the parameters determined by AEBG. CASAS tracks students who are in ESL, basic skills and HSD/HSE courses while ASAP tracks and identifies student information for those taking CTE course. LBCC uses the MIS and SPSS systems that track and retain information on students enrolled in all of the identifiable program areas.

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 |
|-------|-------------------|------------------------|
| ASAP | ASAP | CTE |
| CASAS | CASAS | ESL; HSE/HSD; ABE; SBE |
| MIS | Chancellor Office | ESL; BAE; CTE; AWD |
| SPSS | IBM | ESL; BAE; CTE; AWD |

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.

LBAEC worked toward creating bridges and pathways to integrate existing programs and create seamless transitions ensuring student success. The goal was to place students in course levels and programs proportionate with their skills leading to course completion, credentials and entry into the workforce. As a result, LBAEC was able to successfully formulate the LBAE consortium; identifying key personnel with roles and responsibilities. We also worked to identify metrics that will be used to measure performance, sustainability, and ongoing improvement.

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 |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Mapping out the alignment process institution to institutions as well as with CBO's. | Seamless transition; minimal testing and assessment | Students can demonstrate and verbalize how to move from institution to institution to accomplish goals. |
| Develop strategies for increasing the number of adults enrolling in post-secondary education. | Increased enrollment in classees | Referral and registration forms. Data collection. |
| Development of new course curriculum in basic skills, non-credit courses, CTE and ESL to attract students to programs. | Increased credentials; certificates; employment | Completed curriculums to be incorporated into adult education program. |
| Identify curriculum that can support vocational ESL for designated CTE programs. | Increased enrollment in post-secondary education; Employment | Creation of VESL courses where applicable |

Objective 4: Gaps in Services

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

LBAEC has facilitated the implementation of programs and resources for student support services incorporating the suggested strategies proposed by staff, students, administration and partners. The goals are to provide students with avenues that will allow for the obtainment of services needed (transportation, housing, childcare) beyond LBCCC or LBUUSD.

Objective 4 Activities

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------|
| Create individualized services that allow for increased instructional resources and support. | Reduction of barriers to education | Increased enrollment |
| Increase the transitional resources available pre and post enrollment to meet the needs of adult learners. | Reduction of barriers to education. | Data collection on student enrollment. |
| Identify additional resources and providers available to provide instruction, counseling, mentoring, tutoring and technology to support student success. | Reduction of barriers for student enrollment. | Student surveys; staff surveys; partner involvement. |

Objective 5: Acceleration

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

LBAEC has developed approaches that have created various levels of instruction at LBUUSD, LBSA and LBCC aimed at supporting students in their achievement of academics and career goals which include restructuring CTE courses into short non-credit programs that can lead to employment or post-secondary education.

Objective 5 Activities

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------|
| Define alternative methods and flexible schedules for students wishing to concurrently enroll in programs | Increased enrollment | Data collection; student referral forms |
| Develop parameters for applying past education to new educational goals for students out of school 10 years or more. | Reduction of time needed to complete course/program. | Completion of programs; Data collection; Issuance of certificates. |
| Create parameters for contextualized learning incorporating Work Based Learning and mentoring. | Hands on training. | Competency in training; |
| Creation of certificates of completion for students enrolled in adult education programs. | Employment | Data collection. |
| Increase offerings in CTE so that courses are aligned to industry sector pathways and lead to a certificate of completion. | Certificates; Employment | Marketing; Surveys; Enrollment |
| Identification of stackable credentials that can be achieved in CTE programs in compliance with WIOA guidelines. | Credentials; Employment | Curriculum. |

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.

LBAEC has facilitated the implementation of programs and resources for student support services that have incorporated suggested strategies proposed by staff, students, administration and partners in an effort to create and continue program alignment for all of the program objectives.

Objective 6 Activities

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|
| Marketing and outreach at conferences, career fairs, local and regional meetings, and community. | Increased enrollment | Data collection; Surveys |
| Create a professional development plan that incorporates all training needs. | All students are able to achieve desired goals. | Instructor surveys; consortium meetings; student surveys. |
| Design training modules for staff in LBCC, LBSA and LBUSD which includes education in existing resources, transitions and program alignments. | Staff are able to meet adult education students needs. | Student surveys; instructor surveys |
| Design guidelines and procedures that demonstrate sensitivity to multi communities and ethnicities that target all readiness and learning styles. | | Instructor surveys; student surveys |

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.

LBAEC has in addition to focusing on programs and classes worked to strengthen the relationship with surrounding CBO's expand both programs and resources. Through community meetings and continued engagement we are working to create a resource guide that will serve as a road map for students needing services. We are also working to create programs that are housed at the community partners in an effort to create ease of attainment of programs for potential students.

Objective 7 Activities

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

| Activity | Partners | Partner Contributions | Outcomes Expected | Method of Assessing Impact |
|-------------------------------------------|----------|------------------------------------------------|-----------------------------------|----------------------------------------|
| Create community reesource guide. | All | Facilities; pre and post transitional services | Decreased barriers for enrollment | Student surveys; partner surveys |
| Identifying services and community needs. | All | Surveys; Student enrollments; Personnel | Strengthen partnerships. | Partner relationships; partner surveys |

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.