

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
15-328-37	39 Palo Verde

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
Cilenti, Lale		(760) 326-5021	lale.cilenti@paloverde.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
Egan, Russi	Chief business Officer	(760) 921-5524	russi.egan@paloverde.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
McNeil, Mary	Needles Unified School District	(760) 326-3891	mary_mcneil@needlesusd.org	10/14/2015
Cox, Brandy	Palo Verde Unified School District	(760) 922-7148	bcox@pvusd.us	10/08/2015
Hancock, Sean	Palo Verde Community College District	(760) 921-5428	sean.hancock@paloverde.edu	10/20/2015

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.

[1332839aeconsortium5.15.16governancetemplate.pdf](#)

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.



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.

The Vice President of Administrative Services for Palo Verde College (Consortium Fiscal Agent) is the fiscal coordinator responsible for certifying expenditures. Allocation, distribution, accounts receivables, and accounts payables are managed through the office of the VP of Administrative Services, who provides individual and consolidated reports to members and other stakeholders.




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
 Needles Unified School District	\$137,000
 Palo Verde Unified School District	\$125,000
 Palo Verde Community College District	\$511,016
Total	\$773,016

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.

To be built upon as a major connection for this consortium, the Colorado River crosses the communities of Blythe and Needles that house the two Palo Verde Community College sites as well as the two-member K-12 districts. This Colorado River connection presents an opportunity for forging river-related career programs such as agriculture, hospitality and recreation. Another career area that will be further explored is that of logistics/ transportation, since Blythe and Needles are located in the paths of Interstate Highways 10 and 40, major east-west corridors for the movement of goods cross-country.

Following the recommended steps for implementing the Adult Education Block Grant state plan, the activities undertaken for by the Palo Verde Consortium are premised on the following sequence:

- First Year 2015-16: Begin to define and develop specific plans based on the consortium planning work performed in 2013-2015 pursuant to AB 86 (2013) that created the Adult Education Consortia statewide.
- Second Year 2016-17: Begin the development and implementation of consortium plans on a pilot basis to refine and substantiate their applicability and potential for expansion.
- Third Year 2017-18: Implement consortium plans to maximize regional impact on workforce development and employment.

This past fiscal year of 2015-16 proved to be an exciting initial period in which major consortium undertakings were begun. These included the following:

- Instituting the bi-lingual on-line service of Career Cruising to provide students with information and pathways to career-planning and employability.
- Developing a plan, initially with Palo Verde High School, to administer the Accuplacer test to 10th or 11th graders to assess preparedness for community college enrollment.
- Initiating a partnership with the Needles Unified School District to put into use four job-training shops.
- Expanding GED testing, inclusive of the administration in Spanish.
- Initiating the steps necessary for Palo Verde Community College to join the state's WIOA Title II program.
- Developing a plan with Palo Verde High School to institute training in Agriculture related fields.
- Developing a culinary training program at the Needles campus that would lead to employment at nearby resort facilities.
- Developing an allied health program at the Needles campus.
- Developing a parent education program with a Blythe non-profit Montessori program to provide parents with the skills to improve performance outcomes.
- Developing a web site to market and provide information about the consortium.
- Developing an assessment and data collection system to provide information critical to planning, decision-making and measuring consortium success.

For 2016-17, members of the Palo Verde Consortium plan to continue to fulfill their goals and objectives to improve adult education opportunities for a region represented by the communities of Blythe and Needles, California. Consortium resources will continue to be leveraged to improve and expand education and workforce training opportunities for adults in these communities.

These multiple efforts are being implemented within the prescribed parameters of the AEBG as embodied in AB 104 (2015).

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
Blythe Growers Association	Employers	Vocational ESL
Blythe Montessori School	Education	Parent Education/Elementary Education
Chemehuevi Indian Tribe (CIT)	Tribal	Social services, education and career training
Chuckwalla and Ironwood Correctional Facilities	Prisons	Incarceration with education and career options
Fort Mohave Indian Tribe (FMIT)	Tribal	Social services, education and career training
Needles Center for Change	Mental Health Services	Workforce Steps to Success; Life Skills Training

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

Promising practices for the Palo Verde Consortium include the following:

- Leveraging resources with the Fort Mohave Indian Tribe to improve education outcomes, post-secondary education and training and employability
- Initiating a parent education-training program for K-12 members and partners
- Developing an employee education and job-training program with the Blythe Growers Association that would include instruction in ESL, GED, VESL, and farm work skills.

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.

- Support Services: Instituting Career Cruising will enhance the opportunity for all students to design their career pathways and identify the necessary educational steps to reach their employment/career goals.
- Assessment: Implementing an assessment and student data system will provide management personnel with the where-with-all to track and assess student progress and make the necessary adjustments to effectively dedicate resources.
- Instruction: Expanding GED testing, inclusive of preparation and administration in Spanish will improve skills and academic outcomes that ultimately will leverage with completing career certifications.
- Planning to join in the federal WIOA Title II Adult Education program will improve AEBG outcomes as well as improve access to resources
- Workforce Training: Leveraging AEBG funds in the amount of \$137,000 to finalize the State Architect approval of three job-training shops worth at least \$5 million will expand CTE opportunities in the Needles region.
- In collaboration with the Palo Verde School District, a program to train parents for jobs in early childhood education will improve K-12 student outcomes.
- Initiating agriculture career pathways in Veterinary and Plant Science, will expand river-related career opportunities for the Palo Verde students.

This consortium is challenged by the geographic separation, 100 miles, of the two boundaries, Blythe and Needles. Economic and demographic differences present paradigm challenges. [Academics and skills needs are common to both regions.]

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.

For 2015-16, an assessment of needs and opportunities in this consortium's region revealed a number of opportunities to undertake to provide greater education and employment training opportunities for its adult:

- Leveraging \$137,000 in AEBG funds to gain three job-training shops worth in excess of \$5 million at Needles High School.
- Initiating a broader effort in GED testing, inclusive of Spanish GED.
- Beginning the planning to develop an agriculture-related career-training pathway in cooperation with Palo Verde High School.
- Exploring the implementation of a culinary arts training program.
- Instituting Career Cruising, in English and Spanish, to provide for a career exploration and the development of individual student pathways leading to employment or improved earnings.

The ongoing challenge is to identify and examine job-training opportunities that lead to employment in Blythe, Needles and beyond. Once these opportunities are identified, the next step would be to identify available resources and leverage them to package a specific education and job-training program. These resources would include those vested in existing consortium members and partners. As opportunities arise, additional partners may need to be added to maximize impact and outcomes. As a definite positive, the Palo Verde Consortium funds are serving in a critical role as a catalytic source for pooling and leveraging resources.

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			+ / -								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	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			+ / -								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	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		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$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

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.

[aebg_consortiumexpenditures_160722paloverde.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.

Presently, consortium leadership is in formative discussions with the firm of mc2 Technologies, Inc. to develop an assessment and data collection system that would be responsive to the planning and assessment needs of the AEBG and also to the overall demands of the Palo Verde Community College. The proposed system would have the capability to aggregate, report and analyze data resulting from adult education and community college intake testing, placement, and pathway transitioning within the region represented by the consortium, inclusive of the work being addressed by the AEBG.

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
Career Cruising	Career Cruising	Helping students build a plan that connects their schoolwork to real life -to their futures-positively impacts academic achievement, retention, transitions, career and life success.
School Gauge	mc2 technologies, Inc.	Real time data tracking and reporting: enrollment, demographics, performance

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?

As noted before, mc2 Technologies, Inc. has been contacted to explore the development of a system that would serve the student data tracking needs of the AEBG and the community college.

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
Career Cruising	Career Cruising	Helping students build a plan that connects their schoolwork to real life -to their futures-positively impacts academic achievement, retention, transitions, career and life success.
School Gauge	mc2 Technologies, Inc.	Real time data tracking and reporting: enrollment, demographics, performance

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.

Areas of activity during 2015-16:

- (A) Improved literacy skills. The expanded focus with the GED program is resulting in a greater emphasis on improving literacy skills to facilitate passage of the examination.
- (B) Completion of high school diplomas or their recognized equivalents: The aforementioned GED projects will result in greater student achievement in this area.
- (C) Completion of postsecondary certificates, degrees, or training programs. The projects identified in Section 2 are aimed at allowing students to achieve certificates, degrees, or training programs leading to employment: automotive mechanics, construction, welding, agricultural-related careers, culinary arts, and allied health.
- (D) Placement into jobs: This reporting is being developed as a part of the data management system.
- (E) Improved wages: This reporting will also be developed as a part of the data management system.

The Palo Verde Consortium is aligning courses between the community college non-credit and credit courses to create career pathways. Plans are being developed in the areas of agriculture, automotive mechanics, construction, and welding. Career Cruising, the bi-lingual electronic career portfolio and the proposed assessment and data system will assist in tracking the pathways of students and their success in meeting targeted career goals.

An additional approach being planned is the Accuplacer assessment of Needles and Palo Verde High Schools 10th and/or 11th graders to determine their readiness for enrollment at Palo Verde Community College. This assessment and its results will inform high school students and their advisers about what needs to be addressed to prepare for transition to post-secondary opportunities, including those identified within the consortium's programs.

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
Agriculture pathways	Articulation agreements, MOUs	Transition of students, certificates
CTE programs in Needles	Training in welding, automotive, building trades	Certificates, articulation to PVC and job placement
Culinary & Hospitality	MOUs, Articulation agreements, Certificates	Completions, certificates, and Transitions to further training
Allied Health programs (Needles Center)	Training programs in CNA, CHA, Medical Assisting	Certificates and job placement

Objective 4: Gaps in Services

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

Presently continuing to assess needs related to academic instruction, inclusive of ESL, and economic demands for trained workers.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
GED Preparation in English & Spanish	Increased pass rate	Pass rate and certificate of achievement
Career Cruising Review and implementation	Purchase of program, Pathway identification	Pathway selection and completion
Accuplacer administration to HS students	Identification of educational needs	transition to post-HS options
Parent Education Program	Higher student success rate	Higher accuplacer test results

Objective 5: Acceleration

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

This consortium has implemented a model to accelerate and expand opportunities to study for and pass the GED, both in English and Spanish. Consortium resources were dedicated to support the pilot effort. This approach has the potential to serve as the model for replication as other areas of instruction are targeted for acceleration.

The use of Career Cruising will allow students and their advisers to identify the most appropriate approach to completing targeted education and being job ready.

Also, the Accuplacer assessment of 10th and/or 11th graders at the high schools also will allow for an accelerated transition to post-secondary options since students will be able to prepare for forthcoming post-secondary education opportunities.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
GED Preparation in English and Spanish	Increased pass rate	pass rate and certificate of achievement
Career Cruising Implementation	Student pathway identification	pathway selection and completion
Early Accuplacer testing	Identification of gaps and corrective measures	placement at higher levels
Establish CTE program pathways in Needles	student pathway from HS to PVC CTE programs	completion of certificates, job placement

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.

Professional development to date has been focused on Counseling, GED, CTE and WIOA II.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Career Crusing training	counselors ready to assist students	number of students signed up

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.

To date the leveraging of resources has been exemplified with the Needles Unified School District. As described beforehand, the Needles effort involves partnering with the Needles school district to use three CTE shops that needed an infusion of AEBG funds to support the final Department of State Architect approval of the shops to authorize their usage. A match of \$137,000 from the AEBG is resulting in the use of these CTE shops worth in excess of \$5 million.

Another exciting prospect for leveraging resources is the potential use of a resort facility to implement the field practice portion of a new culinary arts program based at the PVC Needles Center. The resort is a major enterprise with seven food outlets; their food preparation kitchens would be available for the field practice portion of this program.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
CTE Shops	NUSD	Provide space	certified students	number of certificates and job placement
Culinary Arts	FMIT	Provide training facility	new program	students enrolled
Assessment			Establish college-wide data system	detailed reports

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.