40 San Diego North (Palomar) | 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)

The Education to Career Network of North San Diego County (ETCN) made significant strides in its second full year of our plan's implementation, having set many goals and targets that were met and some that will continue into Year Three. Some of the most noteworthy accomplishments to date include:

Staffing: The ETCN has hired several shared positions (Data Coordinator, Disabilities Support Counselor, Technology Integration Specialist, and Job Developer) and has staffed each of the larger campuses with a Transitions Specialist and a Career Education Advisor. Along with the Leadership Council members, these additional staff members have created a consortium-wide team to implement elements of our plan. Beginning in 2016-17, we convened monthly meetings with this team, and although we have made some modifications to the structure of those meetings, we will continue with monthly meetings in 2017-18.

Path to Palomar Event: In May of this year, all ETCN members participated in our Path to Palomar event, which was designed to showcase offerings at Palomar College to adult education students. Every member district brought students to the well-attended event. The event was so successful, we plan to continue each year and expand to include some of the college's satellite campuses.

Research: We concluded a research study with BW research to identify student characteristics and adult school offerings in our region, along with labor market data relevant to career pathways offered in the region. This research will help to inform decisions about what services are needed in what areas and is expected to guide decisions about future needs for career training.

Curriculum-Alignment Project: We began a curriculum alignment which resulted in over 100 different courses from 8 separate disciplines being aligned, with 37 multi-course alignments. The work begun with this project is expected to continue.

Our 2017-18 plan's goals include the following highlights:

·   Increased emphasis on stakeholder/partner engagement to support student education and career success;

·   Implementation of common student data tools to gather, measure, and analyze student and/or program successes and outcomes and share best practices;

·   Roll-out of Symplicity, a new software to assist students with work-readiness, career exploration, and job search; and

·   Continued alignment and integration of curriculum to accelerate student learning and meet regional workforce needs.

We envision the work identified in Year Three to be very critical to the overall success of adult education in the region. The Education to Career Network is dedicated to "doing things differently" in order to accelerate academic and career success for adult education students in our region. Together with our business and agency partners, our consortium is committed to aligning systems and serving existing students in more focused ways that will bring about more successful transitions of students to post-secondary education and the workplace.

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.
Education for Immigrants	BW Research Study, which was commissioned by ETCN, shows that this is a consistent need in every area of our region.	ETCN will monitor the numbers of students who enroll in and complete ESL classes and will target areas of greatest need when opening new classes. ETCN will promote services in areas with the highest populations and with common partners. Using EMSI and census data, the ETCN Data Coordinator will update regional needs at least annually.
Education in Elementary and Secondary Basic Skills	BW Research Study, commissioned by ETCN, shows that there is a regional need for Elementary and Secondary Basic skills, with the Escondido district having the highest number of individuals without a high school diploma or equivalency.	ETCN will monitor the numbers of students who enroll in and complete High School Diploma/Equivalency classes and will target areas of greatest need when opening new classes. ETCN will promote services in areas with the highest populations and with common partners. Using EMSI and census data, the ETCN Data Coordinator will update regional needs at least annually.
Older Worker Education and Reentry to the Workforce	Our BW Research Study showed that civilians unemployed who are 55 and over is a need region-wide. There are seven zip codes in the region with more than 600 individuals counted; the highest concentration is in the Poway district.	ETCN will monitor the numbers of students who enroll in and complete Workforce Reentry classes and will target areas of greatest need when opening new classes. ETCN will promote services in areas with the highest populations and with common partners. Using EMSI and census data, the ETCN Data Coordinator will update regional needs at least annually.
Career Technical Education	Our BW Research Study found that more than 25,000 individuals in the region are likely to be in need of career technical education, with highest populations residing in the Escondido and Vista districts.	ETCN will monitor the numbers of students who enroll in and complete CTE classes and will target areas of greatest need when opening new classes. ETCN will promote services in areas with the highest populations and with common partners. Using EMSI and census data, the ETCN Data Coordinator will update regional needs at least annually.

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.

On an annual basis, the ETCN will update data to assess regional needs and gaps in service.

At least once annually, the ETCN will convene or participate in a regional partners summit in order to identify partners serving similar populations and identify needs and gaps in service.

At least once annually, in response to updated service level data, the ETCN will update its public information and marketing plan in order to target specific populations for service.

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?
All consortium members implement the use of the CASAS entry and update forms.	5 - Fully implemented	None. (Not saying that it was painless, but it was possible!)	None. (Though this practice will continue.)	None noted.
Counselors and career education advisors will create a uniform education plan for students to meet with an advisory and be able to create a strategy with a timeline for goal completion.	5 - Fully implemented	The education plan has been developed and is being piloted by several K12 adult schools. It may not be realistic to implement the plan in the community college setting.	After completion of the pilot implementation, we will debrief and modify the plan in accordance with feedback received.	None noted.
CTE programs in Needles	1 - Not at all implemented	Do not recognize this action step.	None.	None noted.
Data coordinator will work with career education advisors, transitions coordinators, and job developer to develop or identify a tracking system to monitor recipients of student services. Identify or develop a tracking system in order to monitor student contacts.	5 - Fully implemented	None.	None. (We expect the need for this practice to be replaced as we bring on new data systems, including ASAP and Symplicity.)	None noted.
Develop an exit-interview process for the purpose of data tracking.	5 - Fully implemented	None.	None.	None noted.
Develop or identify a strategy or tracking method to monitor student placement in employment.	2 - Mostly not implemented	The collection of social security numbers is a major barrier to fully implementing any type of follow-up study on our students. The transiency of some students also makes follow-up (especially a year later) difficult.	Continue to research possible ways to conduct a follow-up survey with students in order to measure employment and wage data.	A statewide data match or follow-up survey would be useful.
Explore means to offer transportation assistance to students in order to attend classes.	2 - Mostly not implemented	Time to research needs and implement this strategy got in the way of its full implementation. This is an area that we will continue to address next year. In many cases, the solution isn't as easy as providing students with a bus pass, because the bus routes themselves don't make it easy for students to get to class. We need time to creatively explore other - less traditional - ways to address.	Explore means to offer transportation assistance in order for students to attend classes.	Promoting how other consortia are addressing this.
Hire career education advisors and transition coordinators that will facilitate linkages with students, business, and post-secondary institutions.	5 - Fully implemented	None.	None.	None noted.
Job Developer to assist students and staff with business connections related to student needs.	5 - Fully implemented	None.	None.	None noted.
Provide accommodation assistance for students with disabilities to complete educational plan and connect to employers.	5 - Fully implemented	None.	None. (Though our Disabilities Support Counselor shared position will continue the work started.)	None noted.

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?
Provide childcare at school sites or vouchers to assist students in being able to stay in school.	3 - Somewhat implemented	Steady progress has been made in this area. One member has onsite childcare up and running at its main campus. One member hired childcare staff to support targeted classes with the greatest needs. Other members took this year to form partnerships and plan implementation for next year.	None.	None noted.
Provide Chromebooks/laptops for students to check-out and complete assignments from home.	5 - Fully implemented	None.	None.	None noted.
Provide educational counseling for students to choose the right courses, connect to community agencies, and personal skill building.	4 - Mostly implemented	Each agency's implementation is slightly different, but almost all of us have a staff member or members now hired and assigned to this role.	None. (This work will be included in the education plan actions noted above.)	None noted.
Provide on-site tutoring to assist students in learning.	5 - Fully implemented	None noted.	Every member district received funding to provide targeted academic support for students. Some members hired tutors and some hired "impact or resource teachers". Future plans include sharing best practices and examining how this support affected student learning gains.	Promoting how other consortia are addressing this.

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.

After piloting, ETCN members will adjust the plan to implement the Student Education Plan in each member district.

ETCN representatives will work with the Palomar College research office to develop a report (that can be repeated annually) to identify Palomar students who have transitioned from an adult school.

ETCN representatives will train and implement Symplicity this year for students to use as a career exploration, planning and job search tool.

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?
Continued work on curriculum alignment, articulation, and opportunities for dual enrollment.	4 - Mostly implemented	Finding time to meet, teacher and faculty willingness to collaborate.	We had great success with our curriculum alignment project this year. We intend to continue that work with program areas and subject unable to participate previously.	None noted.
Create a uniform Educational Plan for all students.	4 - Mostly implemented	The education plan has been developed and is being piloted by several K12 adult schools. It may not be realistic to implement the plan in the community college setting.	After completion of the pilot implementation, we will debrief and modify the plan in accordance with feedback received.	None noted.
Create a VESL Class for medical pathway	5 - Fully implemented	None.	None.	None noted.
Make laptops available for students to check out	5 - Fully implemented	None.	None.	None noted.
Offer more online course options to our students.	4 - Mostly implemented	None noted, other than time to meet and create courses. The Technology Integration Specialist met with each member district and provided customized training for teachers in accordance with their needs. The Technology Integration Specialist has had the opportunity to assist all members with courses that were identified.	None. (This strategy will be supported with the effective implementation of Canvas.)	None noted.
Offer new software (Burlington English) for students to use at home to increase their language skill building.	5 - Fully implemented	None.	None. (Though members using Burlington English will continue to do so.)	None noted.
Provide acceleration opportunities and enhance instructional effectiveness in existing courses (both online and face-to-face) through technology integration.	4 - Mostly implemented	None noted, other than time to meet and create courses. The Technology Integration Specialist met with each member district and provided customized training for teachers in accordance with their needs.	ETCN purchased Canvas for all members to use as our platform for online learning. Next year, one of our goals will be to effectively implement Canvas, convert courses in other platforms, and train teachers to use it.	None noted.
Provide tutoring support for adult school students	5 - Fully implemented	None.	Every member district received funding to provide targeted academic support for students. Some members hired tutors and some hired "impact or resource teachers". Future plans include sharing best practices and examining how this support affected student learning gains.	Promoting how other consortia are addressing this.
Workgroups research career aptitude assessments.	5 - Fully implemented	None.	ETCN will continue to develop its use of Symplicity and lessons through the "Career Cafe" in order to assist students with career exploration, planning, and goal setting.	None noted.

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).

> ETCN will continue its curriculum alignment project this year to include program areas not previously addressed (math, English, and counseling).

> ETCN members will explore developing integrated education and training (IET) programs in several areas.

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?
Establish cross-agency, job-alike professional learning communities	2 - Mostly not implemented	Time and priority were the only barriers to moving forward in this area. The curriculum alignment work took longer than expected and are the predecessors to effective PLC's.	As noted previously, the formation of PLC's is a natural next step in curriculum alignment. Since the consortium will be WIOA-funded next year, all members will be using CASAS to pre- and post-test. We plan to start consortium-wide PLC's in ESL and ASE.	None noted.
Provide professional development for teachers and staff to learn new strategies to accommodate students with disabilities.	5 - Fully implemented	None.	None. (Though this is work that will continue.)	None noted.
Provide professional development opportunities to staff related to technology integration for acceleration and enhanced instruction.	5 - Fully implemented	None.	None. (Though this work will continue.)	Acceleration strategies could be an area for statewide training and sharing of effective models.
Provide technical assistance to staff to effectively and consistently implement data collection practices for accountability measures	5 - Fully implemented	None. Our data coordinator met with all members' data staff to ensure common understandings and collection protocols. The data coordinator created our own data dictionary, created a data base to collect services data not collected in TOPSpro, and trained new districts to effectively use TOPSpro.	None. (Though this work will continue.)	It would be helpful for the data and outcome measures to be identified early and to be clearly defined - along with the means to collect the data. It would also be helpful for all agencies to use TOPSpro.

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.

As part of the implementation of several new software systems, ETCN plans to offer targeted training to end-users of Synergy, Canvas, and EMSI.

ETCN members (now that our consortium is WIOA-funded) will participate in shared professional development around implementing data systems and understanding data.

ETCN members will participate in shared professional development for Accelerated Learning Models and/or Integrated Education and Training.

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?
Continue to work on a super region basis to collaborate with other consortia and share best practices.	5 - Fully implemented	None.	San Diego and Imperial Counties Adult Education Roundtable will continue to meet monthly to talk about common needs and best practices.	None noted.
Continue work on a super-region basis to determine roles and ways to leverage resources among other providers of workforce development and training programs.	5 - Fully implemented	None.	San Diego and Imperial Counties Adult Education Roundtable will continue to collaborate and bring common partners to a super-region summit at least once per year.	None noted.
Develop a comprehensive system and policies related to student data sharing and confidentiality of records. Develop written policies regarding student informaiton sharing and condientiality of records for distribution in school catalogs, websites, posters, etc ...	4 - Mostly implemented	Intake processes at each member district differ, so where and how to implement may not be uniform. Most are implementing at orientation. May not be possible to implement at the college, except in WIOA-funded programs.	None.	None noted.
Expand offerings at local employers' facilities.	3 - Somewhat implemented	None. When and where invited, adult education programs and services have been offered to the extent practicable.	None.	None noted.
Explore other methods of addressing transportation barriers, including vouchers for Uber and Lyft.	2 - Mostly not implemented	Time to research needs and implement this strategy got in the way of its full implementation. This is an area that we will continue to address next year. In many cases, the solution isn't as easy as providing students with a bus pass, because the bus routes themselves don't make it easy for students to get to class. We need time to creatively explore other - less traditional - ways to address.	Explore means to offer transportation assistance in order for students to attend classes.	Promoting how other consortia are addressing this.
Explore partnerships in region to provide childcare to adult school students.	4 - Mostly implemented	None. These were researched this year and the plan is to implement next year.	None.	None noted.
Explore the implementation of a consortium-wide student identification number.	4 - Mostly implemented	The barrier to this has been different student information systems. Next year, however, all K12 adult schools will use ASAP, and so, will have the ability to have a common student identification number. Additionally, next year, all members (including the college) will be WIOA-funded.	None.	None noted.
Explore transportation solutions with North County Transit, including discounted bus passes and expanding bus routes.	2 - Mostly not implemented	Time to research needs and implement this strategy got in the way of its full implementation. This is an area that we will continue to address next year. In many cases, the solution isn't as easy as providing students with a bus pass, because the bus routes themselves don't make it easy for students to get to class. We need time to creatively explore other - less traditional - ways to address.	None. (This strategy will be folded into actions noted above.)	None noted.

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?
IT, Legal and Risk Management departments of member districts: Escondido, Palomar, Poway, Ramona, San Marcos, Vista	5 - Fully implemented	None.	None. (As needed, each member district will continue to use its in-house resources to advise and guide the ETCN efforts.)	None noted.
Regularly schedule North County Opportunities Center representatives to come to member adult schools and provide information to students and staff.	5 - Fully implemented	None.	None. (Interested members will continue this practice regularly at their sites.)	None noted.
Schedule joint advisory committee meetings with local employers	3 - Somewhat implemented	Finding times that work for everyone has proven to be a barrier. Another barrier is that this is a change in practice.	We will identify a couple of CTE classes that most members offer programs to begin this practice.	None noted.
Solicit businesses to come in and talk with students and/or assess student projects.	4 - Mostly implemented	None noted.	None. (Though this work will continue.)	
Work with local internet providers to address connectivity issues for students, particularly those in small and remote areas.	1 - Not at all implemented	Members did meet with several small and remote districts to discuss needs and services. In addition to time and priority, internet connectivity was not as significant a barrier as was previously noted.	None.	None noted.

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.

ETCN plans to convene another Community Forum with partners and legislators to raise awareness and solicit feedback on gaps and needs.

ETCN members will continue to participate in the super-region meetings for the San Diego and Imperial Counties Adult Education Roundtable and will interact with the local WDB at that time. Also, because as a consortium ETCN will be WIOA-funded, all of our member districts will now be a part of the county-wide WIOA MOU and collaboration process.

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	$7,379,071	$7,379,071	$0
2016-17	$7,455,872	$6,643,284	$812,588
Total	**$14,834,943**	**$14,022,355**	**$812,588**

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

All of the funds for the 2015-16 grant have been fully expended.

The 2016-17 grant has been fully allocated, but not all of the expenditures and activities were completed by June 30, 2017. One of the primary factors affecting the allocation being fully expended is the timing of the report. Many of our member district budgets have not yet closed, and so some expenses, like OPEB and in-directs, have not yet posted. Other examples of challenges faced relating to spending or encumbering AEBG funding include delays in hiring personnel, purchasing equipment and software, and gaining approval for capital outlay from individual districts. The relative "new-ness" of AEBG as a funding source has been the source of some confusion at members' finance offices in terms of allowable expenses and expected timeframes. In an effort to increase awareness and understanding, the Leadership Council has requested that our fiscal agent, Vista USD, hold regular meetings among its members' fiscal personnel to discuss report timeframes and general expectations. We plan for those meetings to occur just before major grant milestones and reporting deadlines.

As noted above, the entire 2016-17 grant amount has been allocated in accordance with the priorities of our plan and is expected to be expended no later than December 31, 2017.

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

A standing agenda item at every leadership council meeting is a fiscal agent report; this report includes examining planned v. actual expenses. As noted above, in addition, next year, fiscal agent Vista USD will hold regular meetings regarding specific fiscal practices, reports, and deadlines among the member district's fiscal representatives and leadership council members.

For the last two years, when the ETCN Leadership Council approved the budget for its CFAD submission, it also projected a budget for the following year. In March as we began working on the CFAD, each member district was asked to do two things: 1) to project its expenses through June 30, 2017 and 2) identify additional budget requests for 2017-18. Based on the expenditure projections, any carry-over identified is then used to either carry incomplete activities into the next year, accelerate portions of the plan with later start dates, or support new budget requests. Members making additional budget requests are asked to identify whether the request is one-time, short-term or on-going, so the expense can be appropriately budgeted in future years.

In addition to regular monthly meetings, the Leadership Council members participate in an annual planning retreat. The retreat is used to amend and update our regional plan, while the regular Leadership Council meetings are used to monitor the implementation of the plan and tend to the business aspects of our consortium's operation.

Section 3: Certification and Submission   −

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

__Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.__

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

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