

# 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
15-328-52	52 San Luis Obispo

### 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
Ruiz, Mia	Program Coordinator	(805) 591-6270	mr Ruiz@cuesta.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
Troy, Dan	Vice President, Administrative Services	(805) 546-3206	daniel_troy1@cuesta.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
Ames, Sally	San Luis Coastal Unified School District	(805) 549-1222	sames@slcusd.org	10/06/2015
London, Cheryl	Templeton Unified School District	(805) 434-5827	clondon@templetonusd.org	10/24/2015
Green, Matthew	San Luis Obispo County Community College District	(805) 546-3100	mgreen@cuesta.edu	11/04/2015
Ruiz, Mia	San Luis Obispo County Community College District	(805) 591-6270	mr Ruiz@cuesta.edu	11/04/2015
Boaz-Skinner, Charlissa	Lucia Mar Unified School District	(805) 474-3000	charlissa.skinner@lmusd.edu	08/09/2016


### Governance Plan

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

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

- Yes
- No

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

 [Download Governance Plan Template](#)

### Organizational Chart

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

**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.

MOU’s are developed between the fiscal agent and consortium members receiving funding. The MOU requests each member to submit the following to the fiscal agent: 1) documentation of how funds were spent to match program area and objective 2) submit general ledger report 3) copies of receipts 4) payroll report. These items are certified by each members administration and then submitted to fiscal agent for final certification to the state.





**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
 Templeton Unified School District	\$21,242
 San Luis Coastal Unified School District	\$456,135
 Lucia Mar Unified School District	\$463,656
 San Luis Obispo County Community College District	\$388,925
<b>Total</b>	<b>\$1,329,958</b>

## 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.

The San Luis Obispo County Adult Education Consortium (SLOCAEC) has made considerable progress in the three program areas that were identified as our year one focus: ESL, ABE/ASE, and Adults With Disabilities. Progress was made in curriculum development, alignment, and revision. Professional Development was expanded throughout the consortium, student support services were improved, and outreach for ESL and ABE/ASE was expanded to reach all communities within the county. The consortium has made progress towards establishing a common structure and core student support services that models the community college's noncredit SSSP. The consortium is working in collaboration with partners to implement the student support model across the SLOCAEC adult education system. The model consists of intake, orientation, and registration. Work groups and professional development in assessment and advising/ counseling are on-going and have made significant gains, however full implementation will occur in year two. Curriculum revisions and development has been completed for ESL and ABE/ASE. The objectives identified in the three year plan for ESL have been met and implemented throughout the consortium. ABE/ASE curriculum has been evaluated, updated, and aligned throughout the consortium. Best practices for accelerated learning have been reviewed by all work groups to determine the most appropriate model to implement for the consortium. Work groups for Adults in the Workforce program have met during year one and piloted programs are scheduled for 2016-2017. The Adults with Disabilities work group has developed course outlines that are currently pending final approval from the Chancellor's Office. Work groups with collaboration from consortium partners developed curriculum for the Adults with Disabilities program that will begin in Fall 2016. The work groups will continue to meet and develop curriculum, expand course offerings, and evaluate programs for improvements during year two. In Fall 2016 the consortium will focus on developing Career Technical Education pathways throughout the county for implementation in Fall 2017.

In an effort to eliminate the gaps in services across the consortium, foundations are in place for the work in year two including, continuous program improvements for ABE/ASE, Adults With Disabilities, and implementation of advising/counseling and a common assessment and accountability system throughout the consortium. The main objectives for year two will be to identify and improve/develop a system for data collection that meets the needs of each consortium member, the development and implementation of identified CTE and Apprenticeship programs. The consortium will also expand and implement the Adults in the Workforce and School Success program across the consortium. The Adult with Disabilities program will be evaluated and the work group will continue to make program improvements and expand services across the consortium. Outreach for all program areas will continue to improve and expand across the county.

The consortium will continue to work on seamless transitions between adult schools, the community college, the One-Stop system/AJCC, and local industries to support student success and transition to college and career.

The consortium members have identified the need to address permanent staffing to support and sustain adult education/noncredit programs. Members will meet with local district administration. Support from the state AEBG officials will be necessary for consortia to meet this need.

## 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
Achievement House	Adults with Disabilities	Adults with Disabilities
America's Job Center of California	County Workforce	Workforce Collaboration
Atascadero Unified School District	K-12	Facility Use
Center for Family Strengthening	School Success	County Parent Education
Chamber of Commerce	Workforce	Workforce Collaboration
Coast Unified School District	K-12	Facility Use
Department of Social Services	Government Agency	Workforce Collaboration
Paso Robles Unified School District	K-12	Facility Use
PathPoint	Adult With Disabilities	Adult With Disabilities
San Luis Obispo County Correctional Facility	Adults Education- All program areas	Adults Education- All program areas
San Luis Obispo Literacy Council	ESL	ESL
San Miguel Joint Unified School District	K12	Facility Use
Shandon Joint Unified School District	K-12	Facility Use
Workforce Development Board	County Workforce	Workforce Collaboration

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

The consortium members participated in the county WIOA MOU that allowed greater collaboration and identified new partners. The AJCC/ One Stop System is becoming a critical partner in developing and establishing pathways from adult education to the workforce. This partnership identified a seamless transition for adult education students to the

workforce. The seamless transition includes common student support services that model the community college's Student Support and Success Program. This aligned student services approach allows agencies to share student educational/employment goals that transition students to the workforce.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

The SLOCAEC developed an intake/registration, orientation system that aligns with the Noncredit SSSP and WIOA program. This process for student intake has been implemented across the consortium.

The consortium members were successful in expanding ESL programs and services throughout the county, especially in rural communities that were identified as gaps in services in the three year plan.

ABE/ASE programs were evaluated and curriculum was revised and updated. Curriculum has been aligned with the common core standards throughout the consortium. Additional instructional hours, courses, and services have been offered throughout the county eliminating the gaps in services for ABE/ASE needs. The consortium has also expanded ABE/ASE to ESL students by offering the courses in Spanish for the native Spanish speakers in the county.

Work groups for Adults in the Workforce program have met and a pilot program was offered in 2016. The work group will continue develop and expand the program during year two.

The Adults With Disabilities work group developed course outlines and curriculum for the program. This program will begin in Fall 2016. The work group will continue to improve and expand the program during year two.

The CTE work group has identified programs that will be piloted during year two. Curriculum development will continue in year two.

The consortium was also successful implementing the School Success program in one community of our county. This program is new to the county and the work groups will continue to improve and expand this program during year two.

An adult education/noncredit program has been developed for the region's correctional facility, that includes ABE/ASE and Adults in the Workforce programs. The program will begin in Fall 2016.

A major challenge across all member districts has been the inability to hire permanent staffing without confirmation from the state on future designated funding for adult education and noncredit programs.

## 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.

The consortium was successful in expanding immigrant education to include Citizenship courses for student in the northern and southern communities in the county.

ABE/ASE instructional hours were increases to meet the needs of students throughout the region.

An educational program was developed in the correctional facility to provide inmates with ABE/ASE and workforce skills.

A common student services approach that models the community college Noncredit SSSP was implemented throughout the region for all adult education and noncredit programs.

The consortium experienced challenges hiring instructors for the new program areas. The differences in minimum qualifications between community colleges and adult schools is a challenge. There is a need to hire more qualified instructors who meet the needs of both systems.

## Section 3: Consortium Expenditures by Program Area and Objective –

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

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

Key  
▼ = Under  
▲ = Over

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

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

[slocaecfinal expenditure.csv](#)

## 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.

A task force including key stakeholders was developed to assess the level of services for appraising, assessing, and placing students in adult education programs. A timeline for development, implementation, expansion, and enhancement of services was created by members during year one. The work group developed an intake form to identify student goals, academic readiness, barriers, and adult learner status to identify the best program placement. The work group hired key personnel to implement the Noncredit Student Success and Support Program model across the consortium. The consortium has not implemented a common assessment as it is still waiting guidance from the state and the release of the Common Assessment Initiative.

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	CASAS	Assessment

### Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Currently members are using Powerschool, ASAP, Banner, and TopsEnterprise to collect student data. The consortium will

continue to collect data with these tools and will reassess during year two. The consortium has collectively developed an intake form that is used across the consortium to identify student demographics. However, the forms are tracked and data is collected separately by each member district. A common data base has not yet been identified. The consortium work group has extensively researched options for a common assessment and tracking data base but has determined to wait for further guidance from the state in year two.

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	student data
Banner		student data
Powerschool	Powerschool	student data
TopsEnterprise	CASAS	student data

### 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.

The consortium has partnered with the One-Stop system, AJCC and participated in the development of the county WIOA MOU. This collaboration continues to work to develop a seamless system for adult learners to transition from adult education into the workforce and postsecondary education. Adult education providers will integrate the One-Stop system and AJCC into the system by offering those services at adult education sites expanding the access to all adult learners. Staff from AJCC will present services during classroom instruction. AJCC staff will work closely with adult education counselors and advisers to ensure students are meeting their educational and workforce goals.

#### 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
Integrate AJCC Staff	Provider greater access to workforce opportunities to all adult education students	Number of students who received services from AJCC. Number of presentations given at adult education classes by AJCC

#### Objective 4: Gaps in Services

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

The consortium successfully collaborated to expand the ESL and ABE/ASE programs across the county. The Adults with Disabilities program has been developed and will begin in Fall 2016. The consortium researched several programs in an effort to identify a suitable program to meet the needs for Adult Training to Support Student Success. A course has been developed for this program and will be implemented in year two. The year one program objectives for CTE have been met, employment sectors have been identified, employment data collection and a partnership with the One-Stop system has been established to move forward with program implementation in year two. CTE programs for medical assisting, construction, automotive, and business will be planned and developed in year two. The planning for the apprenticeship program is parallel to the development of CTE. The work and research for program implementation will continue in year two.

The consortium will continue to advocate to hire permanent staffing to support and sustain the programs developed and offered in the three year plan.

#### Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Implement Adults with Disabilities Program	Offer course in Adults with Disabilities	Number of students enrolled in Adults with Disabilities program
Implement Adult Training to Support Student Success	Offer course in Adult Training to Support Student Success	Number of students enrolled in Adult Training for Student Success
Develop course outlines for CTE programs with high employability that were identified in year one	CTE courses developed and approved	Number of CTE courses developed and approved. Number of CTE courses offered in 2017-2018
Identify and hiring permanent staffing to support adult education and noncredit programs	Hire permanent staffing to support adult education and noncredit programs	Number of permanent staff hired

#### Objective 5: Acceleration

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

Professional development for administrators, faculty, and staff are regularly scheduled to identify best practices for accelerated student learning. The consortium has developed a model for student acceleration for the high school diploma program, integrating contextualized CTE programs. The consortium is working with software publishers to create a curriculum specific to adult education college and career readiness standards.

#### Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Integrate contextualized CTE programs in high school diploma program	Accelerate student learning and progress	Number of students achieving a high school diploma and CTE certificate
On-going professional development	Trained staff Up-to-date on best practices Information on accelerated learning Develop a model for accelerated learning	Development of a model for accelerated learning

#### 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 for administrators, faculty, and staff will be ongoing to meet the objectives of the three year AEBG plan. Program work groups will continue to participate in professional development as the programs expand, improve, and are implemented during year two. Professional development is offered for AEBG, Student Equity, Noncredit Student Success and Support Program, the Basic Skills Initiative, and the Common Assessment Initiative in an effort to integrate plans and leverage services for adult learners. Administrators, faculty, and staff have participated in professional development to learn and train for the implementation of the Noncredit Student Success and Support Program. Adult School consortium members have implemented a model of this program to foster program alignment for student services across the consortium. Consortium members participate in professional development for data collection and assessment instruments through CASAS, Banner, ASAP, and Power School. Consortium members participate in the county WIOA MOU committee to collaborate and plan on leverage resources across the county to maximize student services. Work groups participate in CALPRO, 3CSN, and other professional development opportunities to learn best practices and network to learn strategies for program alignment and improvement of student outcomes.

#### Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
On-going professional development	Trained and qualified staff Networking opportunities Program improvements	Number of administrators, faculty, and staff participating in professional development opportunities. Number of professional development opportunities offered to administrators, faculty, and staff

#### 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.

The consortium has partnered with K-12's, YMCA, People's Self Help Housing, County Sheriff Office, Workforce Development Board, county libraries, industry employer groups, chambers of commerce, Department of Social Services, the One-Stop system including AJCC to leverage resources and expand, improve, and develop adult education programs in the region.

### Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Facility Use Partnership	Local K-12's, AJCC and the One-Stop system, County Libraries	Facility Use Integrated Services Program expansion Program implementation	Adult Education program expansion Integrated services for adult learners	Number and type of adult education programs offered throughout the county. Number of integrated services in adult education programs throughout the consortium
Workforce Integration	AJCC and the One-Stop System	AJCC/ One-Stop System Integration in Adult Education Programs	Students informed and participating in the AJCC/One-Stop system as needed	Number of adult education students receiving services from AJCC/One-Stop system

## 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.