

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
15-328-67	67 West Hills

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
Castillo, David	Director	(559) 934-2166	davidcastillo2@whccd.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
Stoppenbrink, Ken	Deputy Chancellor	(559) 934-2160	kenstoppenbrink@whccd.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
Castillo, David	West Hills Community College District	(559) 934-2166	davidcastillo2@whccd.edu	09/22/2015
Gamez, Rebecc	Mendota Unified School District	(559) 655-4471	rgamez@mendotaschools.org	10/28/2015
Muro, Debbie	Lemoore Union High School District	(559) 924-6611	dmuro@luhsd.k12.ca.us	10/08/2015
Macias, Martin	Golden Plains Unified School District	(559) 693-1115	mmacias@gpusd.org	11/03/2015
Pina, Xavier	Armona Union Elementary School District	(559) 583-5060	xpina@armona.k12.ca.us	11/12/2015
Foster, Helen	Coalinga/Huron Joint Unified School District	(559) 935-7507	hfoster@chusd.k12.ca.us	11/17/2015
Anderson, Terry	Firebaugh-Las Deltas Joint Unified School District	(559) 659-3899	tanderson@fldusd.org	06/09/2016
Jimenez, Estela	Reef-Sunset Unified School District	(559) 386-1369	ejimenez@rsusd.org	08/18/2016

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.

The AEBG block grant is being fiscally managed by West Hills Community College District (WHCCD). An accountant has been assigned to maintain all fiscal information and track all expenditures. This includes all required expenditure documentation. Additionally, a fiscal administrator has been assigned (Maria Battisti) to oversee accountant progress maintaining fiscal records.

All expenditures are separated by member and object code; members making expenditures assign to programs/objectives.

Reporting

activities is reported by assigned grant director David Castillo with fiscal reporting entered by fiscal administrator. Report is reviewed and certified by Deputy Chancellor Ken Stoppenbrink.

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
Armona Union Elementary School District	\$66,800
Reef-Sunset Unified School District	\$272,781
Lemoore Union High School District	\$66,800
Riverdale Joint Unified School District	\$111,488
Golden Plains Unified School District	\$66,800
Mendota Unified School District	\$99,417
Firebaugh-Las Deltas Joint Unified School District	\$68,778
Coalinga/Huron Joint Unified School District	\$66,800
West Hills Community College District	\$238,616
Total	\$1,058,280

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 consortium effort for fiscal year 2015-16 was primarily tied to Basic Skills instruction as this was identified as a Gap and is the most common denominator that limits people in our region towards potential job advancements and/or simply obtaining employment. By the end of the initial year, our focus expanded to include CTE trainings; the first CTE course offering was forklift certifications. Both Basic Skills and CTE areas were identified as GAP's in our region. We would like to add a note for Reef Sunset whom offered a very successful independent study format for delivering Basic Skills that had a great response. This really aligned with this region as most participants are employed in ag related jobs and work at least 6 days a week, thereby having very limited time to attend school.

The 2016-17 year will continue to offer most of the focus on Basic Skills, however most members will be making significant changes to instructional days/times to better meet the needs of these rural communities. Our consortium has initiated two programs utilizing the mixed funding use format with a third currently being proposed. This format allow us to minimize instructional related cost while expanding the number of students served thereby being as efficient as possible.

Diploma/high school equivalency had been identified as a needed program. Several members have initiated programs and received good response, thus the number members offering these programs will be expanding to meet the need as demand for these programs has been consistent. To best serve our communities, 3 of our members are now approved high school equivalency testing sites with initial testers during the last quarter. This will likely be an area that will expand the number of participating students and successes for our consortium overall.

Computer based instruction is really being reviewed and expected to start classes at more locations. Experience thus far has been that young adults with limited English can still be very successful with computer based courses. Our Reef Sunset member has shared their successful experience and has sparked a new interest in utilizing existing school computer labs as well as potential purchases of tablet type devices to expand student numbers served.

The number of CTE courses will also be expanding for most members with most targeting areas that can lead directly to employment as this is a common request from existing participants. Forklift certifications will continue as request have been very high and trainings have confirmed their benefit towards assisting with employment opportunities. Truck driving started at the end of the previous year and is currently in place; this is a proven not-for-credit program that has the potential of large wage gains for many previously working in seasonal positions. The truck driving program is currently being researched in an effort to lower the instructional cost; if this is possible, this program has the potential to really expand student numbers and significant wage gains for those completers. Several members will also be offering welding programs. Welding is a skill that is used in multiple sectors within our region and thus has potential for direct

employment upon completion of required skill-sets. Additional courses planned for fall 2016 include both mobile HVAC certifications and residential electrical.

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
Fresno County WIB	Employment & Training	Referrals
Kings County Job Training Office	Employment & Training	Training & Referrals
Proteus	Employment & Training	Education, Referrals, employment services
Westside Institute of Technology	Skills Training	Training & referrals
Wonderful Company	Employer	Employment and Donations

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

The dissemination of information is key to people's awareness of what services are available; all partners noted above has made efforts to publicize existing courses and programs and has made a positive difference for members. We initiate this practice by simply sending and/or forwarding information to additional folks followed by asking them to forward as they deem appropriate. Getting added to their distribution list returns the favor and ultimately helps all the community members receive information that can make a positive difference.

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.

Successes: having multiple people receiving instruction from various members obtain their high school diploma/high school equivalency was very rewarding especially for the families of those individuals completing. The forklift certifications were very successful as many students quickly obtained employment and/or were able to obtain an interview previously unavailable. It was very rewarding to have been part of the program that is involved with making a positive difference for needy families.

Challenges: the most common challenge for our consortium was simply re-starting adult ed programs that had been idle for multiple years. The reorganization of facilities, materials, supplies, and staffing were amongst the greatest challenges. An additional challenge was aligning the course instruction with the days/times that people are available. This was tougher than initially expected as students commonly work 12 hour days and their available days/times change with every agriculture crop season. Some members were able to begin forklift certification courses, but the distance to their site was too difficult for some students who wanted to attend as our consortium reaches across approximately 70 miles. Lastly, many students have very limited education even in their own native language and thus has been increasingly difficult for them to learn in a timeframe they are comfortable with.

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.

Providing Basic Skills as originally identified has been making a significant difference for participants throughout our region. To date, this appears to be the foundation that will allow many to continue taking additional adult ed courses and moving forward to high school diploma levels. The high school diploma/high school equivalency programs have been initiated with several of our members and has received a good response. This along with three of them now being approved testing centers will really make a difference in travel cost and the number of testing days offered. The first pilot forklift course demonstrated the student desire for this type of training course as the course was limited to 20 students, however a waiting list of over 30 was in place with one day of advertising thru an email distribution. A second class was consequently offered in the same location with the class being filled by those whom were previously on the waitlist with no advertising required. This course is already being noted as successful as many quickly obtained employment due to having earned their 3-year certification. One member has started offering class A truck driver training. To date, all the students have earned their driving permits and are now practicing their skills driving on the road. This course show a tremendous amount of potential, but

is cost prohibitive to expand much. Altogether, the combined courses have made a quality of life change for many participants. We are hopeful to keep expanding the number of those we serve and families we impact.

A common challenge amongst our region are the seasonal nature of ag related jobs and long hours that our students work. This consequently limits the amount of time we have available to teach them English and/or to provide skills trainings. And because of the nature of agriculture, many of the participants are only in our region part of the year as they are traditional migrant workers following the jobs they need to survive. The large majority of students are English Learners and require additional staff time to be successful even in basic courses. It is even common among those who have attended some schooling within the US borders to have very limited language abilities and reading deficiencies that require lots of academic support from instructors and classroom aides. Although we are already making a difference within such a short timeframe, the common thread with all these examples is the limited amount of funding currently available as ideally, the number of students per staff would be reduced.

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

Key
▼ = Under
▲ = Over

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

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

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.

Members have been using various methods of assessments to place their students into appropriate level courses. This includes the most common CASAS assessments that are being used in both paper/pencil and thru e-testing using TOPSPro. These are used to gauge both basic skills levels and career technical knowledge.

Additional methods include AZTEC Software assessments that are used for HiSET high school equivalency preparation which is an online format receiving very positive response. GED high school equivalency program is also being utilized at two member sites and TASC is currently under review.

Lastly, Grad Point Online that is commonly used for high school credit recovery programs also works for adult ed basic skills. Grad Point has a new program named Acellos that is similar to the original, however includes career technical education courses and is currently being added for 2016-17 year.

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
CA Adult Student Assessment System (CASAS)	CASAS	Basic Skills, e-tests, TOPSPro, data
GED	Pearson VUE	High School Equivalency, prep and testing
Grad Point Online	Grad Point	Basic skills, career technical
HiSet	ETS	High School equivalency prep and testing

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?

Various systems were being used by consortium members during the 2015-16 school year. This includes various brands of MIS data systems like TOPS, AIMS, Grad Point, as well as locally created programs.

The goal for 2016-17 is to identify a program that will allow every member access with the ability to query beyond the required reports to meet state and individual program requirements. Initial presentations have taken place and the two currently under review include the West-Ed model and Community Pro.

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
AIMS	Harris School Solutions	Student Information System
Grad Point	Grad Point	Assessment, prep, student information
TOPS	CASAS	Assessment, student information

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.

Various members are currently offering a short pathway in that they have been offering Basic Skills courses using additional staff to ELL students. This aligns well with both educational goals and potential ties to employment. It is followed up with most offering high school diploma or equivalency that again offers a multi-level entry and exit format for students as most of the diploma courses are offered in an open-entry open-exit format. Lastly, CTE courses were only recently started during the latter portion of 2015-16 year, however they were quickly verified to offer positive opportunities for participants. The interest level received from the public was extraordinary based on the small amount of advertising that took place. Students confirmed their desire for more CTE and thus a Class A truck driver program was added. The amount of students for the truck driver program was limited due to cost, however a waitlist was already experienced and multiple employers were very interested in the completing students although they had no formal experience. Future CTE programs for the 2016-17 year include residential electrical and mobile HVAC that will prepare for the EPA 609 state exams/certifications. Our consortium members agree the combined efforts and short pathways available will allow students to be accepted into our programs regardless of current academic or skill levels. The combined efforts also tie into workforce preparation at each stage; agriculture labor can use Basic Skills to advance in their job opportunities or high school diploma and again works for the ag community because of its delivery format. It also expands the number of non-ag jobs available that have minimum English requirements. Finally, the CTE courses are directly aligned with the type of skills employers are requesting in our region.

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
CTE - Truck Driver	Employment	Earned Class A license with additional endorsements
CTE - Welding	Entry level employment	Course completion, advancement to high level courses, certification, or Employment
Basic Skills	Continued progression in academic English and basic math proficiency levels	Student Persistence, grade level advancement, course completions, and employment impacts
High School Diploma/Equivalent	Earn diploma or equivalent	completion, persistence, grade level advancement, enter into post-secondary ed or employment
CTE - Forklift	Entry level employment	earned certification
ESL	Improved English language speaking abilities and level of understanding	student persistence, grade level advancement, and positive employment impacts
CTE - Residential Electrical	Entry level employment	written and practical exams, completion of course
CTE - Mobile HVAC	Entry level employment	written and practical exams and certification

Objective 4: Gaps in Services

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

The GAPS in services previously identified in our region are currently being addressed and include Basic Skills, high school diploma/equivalent, and CTE skills trainings and certifications. All members are already either offering basic skills or planning to begin this fall. Most members are also either offering or planning to offer CTE skills trainings that can directly impact potential employment opportunities.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
CTE - Residential Electrical	Entry level employment	Written and practical exams
Mobile HVAC	Entry level employment	written and practical exams and certification
ESL	Increased spoken language abilities and academic understanding	CASAS and local assessments
Basic Skills	Continued progression in academic English and basic match proficiency levels	Student persistence, grade level advancement, course completions, and employment impacts
High School Diploma/Equivalent	Earn diploma or equivalent	completion, persistence, grade level advancement, enter into post-secondary ed or employment
CTE - Forklift	entry level employment	earned 3-year certification
CTE - Truck Driver	Employment	Earned Class A license with additional endorsements
CTE - Welding	Entry level employment	Course completion, advancement to higher level courses, certification, or employment

Objective 5: Acceleration

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

Acceleration focus is primarily being addressed by offering additional days and times that are non-traditional like evening and weekends thus creating a compressed format. Additional formats being offered or planned include independent study, cohort models, 6 hour per day instructional blocks, and team teaching with various instruction methods thereby providing differentiated instruction.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Additional days/times compressed format	Accelerated completion time	Earlier completion of program timelines
Cohort model	increased success rate	Increased program completion rates
6-hour instructional blocks	Increased pass rates	Instructor and student feedback
Team teaching - Differentiated Instruction	Increased success rates and accelerated completion timelines	Instructor and student feedback
Independent Study Format	Increased success rates, student base, and accelerated completion timelines	Increased program completion rates, instructor and student feedback

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.

Consortium members continuously attend bi-weekly meetings and communicate with each other on any upcoming trainings and conferences as well as the sharing of program development, curriculum design, and assessment strategies. Most members are continuously providing informal PD with their own staff.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Bi-weekly meetings	Dissemination of PD related information, increased PD training attendance	Member, instructor feedback
Informal ongoing PD	Increased student success	member, instructor, and student feedback

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.

Consortium members have worked directly with Workforce Investment Boards in Fresno and Kings Counties and entered into memorandum of understandings for regional student referral systems. These will allow a very large expanded number of agencies with information of the services being provided by consortium members that will lead to increased awareness of the general public and those requiring services. Members will also begin including information within each CTE board to make better connections with local employers.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
WIB and partner agency referral system	Most public serving agencies in both Fresno and Kings Counties	Student referrals and program information dissemination	Increased student base for all members, additional community awareness	member, partner, and student feedback
Member CTE board participation	member CTE boards	Student referrals, community awareness, and employment potential	Increased student base, community awareness, and increased student employment placement	member, partner, student, and employer feedback

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.](#)