

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
15-328-68	68 West Kern

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
Johnson, Kathleen	WKAEN Director	(661) 745-4315	kjohnson@taftcollege.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
Williams, Mark	VP of Instruction	(661) 763-7861	mwilliams@taftcollege.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
Cavazos, Blanca	Taft Union High School District	(661) 763-2330	bcavazos@taft.k12.ca.us	05/14/2014
Meier, Scott	Maricopa Unified School District	(661) 796-8231	smeier@musd.email	05/14/2014
Williams, Mark	West Kern Community College District	(661) 763-7861	mwilliams@taftcollege.edu	04/29/2016

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)

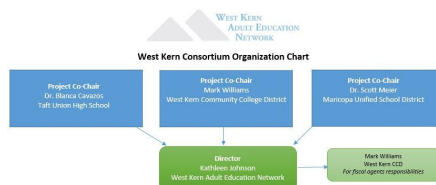
- ☐ Yes
☒ No

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 West Kern Consortium adopted the use of chart accounts and ERP used in the West Kern Community College District.

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
 Taft Union High School District	\$0
 Maricopa Unified School District	\$0
 West Kern Community College District	\$773,016
Total	\$773,016

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the upcoming Program Year.

The vision of this Consortium is to provide adult education in western Kern County with a strong emphasis on education services relating to English as a second language, literacy, short-term career technical training, citizenship preparation and basic skills needed for academic and career success.

During the prior Program Year we met many of our program goals including:

Four centers created within the designated population centers and one more is near implementation

Program director hired

Instructors hired to provide instruction in GED preparation, ESL and Citizenship classes

Learning outcomes for non-credit classes established

Program branding / materials created

Initial teaching schedule developed and implemented

Twenty-five plus students enrolled in GED and ESL classes

Case-management data/reporting software purchased, configured and staff trained on its use

During the upcoming year our goals are:

-Increase our student enrollment in GED and ESL classes to 50 in each program

-Increase student enrollment in ESL Civics (Citizenship) to 25 and increase support in application completions

-Develop student services program to include individualized educational counseling to increase students success

-Hire and train learning support positions

-Develop educational services to outlying, rural areas

-Begin planning and implementation of Workforce Readiness (CTE) program

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
Buena Vista High School	Educational agency	Provides information on adult education needs of parents in the areas of Basic Skills, ESL, Citizenship training and short-term vocational training; providing facilities for services
CalWorks	County agency	Providing outreach to eligible adult learners
City of Maricopa	Local government agency	Providing information on adult education and workforce needs of local employers
City of Taft	Local government agency	Providing information on adult education and workforce needs of local employers; leveraging connections with correctional facilities
Jobs First Center	County agency	Providing information on workforce needs of local employers; support short term career technical education training; provide outreach to eligible adult learners
Kern County Dpartment of Human Services	County agency	Providing outreach to eligible adult learners; assisting with programming; potentially providing facilities for services
Local Churches: Calvary Temple / St. Mary's Catholic Church / St. Andrews Episcopal Church	Faith based organization	Providing facilities for services; providing information on adult educational needs
Maricopa Unified School District	Educational agency	K-8 school districts, providing information on adult education needs of parents in the areas of Basic Skills, ESL, Citizenship training, and short-term vocational training; potentially providing facilities for services
Taft City School District / McKittrick School District / Midway School District / Elk Hills School District / Belridge School District	School District	K-8 school districts, providing information on adult education needs of parents in the areas of Basic Skills, ESL, Citizenship training, and short-term vocational training; potentially providing facilities for services
Taft District Chamber of Commerce	Local government agency	Providing information on adult education and workforce needs of local employers; potentially providing facilities for services
Taft Union High School	Educational agency	High school district, providing information on adult education needs of parents in the areas of Basic Skills, ESL, Citizenship training, and short-term vocational training; potentially providing facilities for services
Taft Union High School CTEC	Educational agency	Providing short term career technical education and leveraging connections with industry
WESTEC	Industrial educational agency	CTE Safety and Awareness Training Programs
Westside Community Resource Center	Community based organization	Provides outreach to eligible adult learners
Westside Recreation and Park District	Community based organization	Providing outreach to eligible adult learners; potentially providing facilities for services

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

Partnership with Buena Vista High School resulted in facilities becoming available for additional classrooms during the summer session. The two classrooms they provided enabled us to double our Spanish GED class offerings and expand tutoring hours. The English GED class was started and was filled to capacity the first day, with a waiting list for our fall classes. We were also able to add two evening classes to our ESL offering. Buena Vista School is becoming a strong partner with plans to refer their students who are unable to complete their requirement for high school graduation for a seamless pathway into adult education. Buena Vista School will also provide classroom space for our ongoing GED, ESL and Citizenship evening classes in the fall.

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.

Adult education offerings in western Kern County got off to a strong start in 2016. Within weeks of hiring our director our first Spanish GED classes started. By June the classes included: four Spanish GED, one English GED, one ESL, one ESL Civics and one CTE class. Community outreach and partnerships proved to be key in our success. Our staff attended several community events and met regularly with partner agencies which resulted in strong class enrollment. Student support services and direct communication with our students encouraged our students to regularly attend classes and to complete their course goals. GED students had a strong success rate with 20% obtaining their high school equivalency certificate and many more close to that goal. Our ESL class began with one class per week and ended the summer session with three classes per week due to demand. Three of the ESL students have enrolled in college level classes. CTE class, Business Academy, had fourteen students with all receiving certificates of completion.

The primary challenge faced by West Kern Adult Education Network in 2015/2016 was identifying and hiring the program director. Once the director was hired the programs began to quickly emerge based on the consortium's plan.

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 strategy being pursued by the consortium is direct community outreach and training via centers that offer not-for-credit classes that feed into existing academic pathways and/or employment. This has been successful in our small, rural communities. Establishing classes in local churches enabled us to reach adult learners who previously felt that even basic education was unavailable to them. Partnering with local churches proved successful as they encouraged their congregants to take advantage of educational courses and also provided classroom space to the consortium. Scheduling classes in the evening enhanced attendance as many of the students are employed during the day. The casual setting of the church based classrooms proved attractive to parents who often brought their children with them.

Communicating the advantages of adult education to the target population has proven challenging. Most basic skills classes are structured to prepare students for college-level English and Math. They are designed for those students who educational goal is to earn a college degree. Many adults with less than a high school education need basic skills or GED but are not interested in a college degree. Their needs dictated a different approach to adult basic skills education. Sharing the pathway to career readiness through basic skills, ESL and CTE courses leading to increased earning power proved attractive to many prospective students resulting in enrollment and certifications.

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

Key
▼ = Under
▲ = Over

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

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

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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.

One of the goals of the consortia is to establish pathways that take into consideration each person's unique challenges and skill sets. When an adult learner walks into our office they go through a comprehensive intake process that addresses educational level, challenges and career goals. After students are enrolled in classes they are given an assessment test that clearly reveals their current educational level and establishes short-term goals for them to work towards. During the semester an educational adviser addresses the students offering them an opportunity to meet individually for development of a one or two year educational/career plan. Students are regularly updated as to available course offerings and student services.

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
Taft College Counseling Dept		Student Counseling
Taft College Testing Center		Student testing
West Kern Adult Education Network		Student Intake

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?

Efforts to Solutions (ETO) is the tracking software West Kern Adult Education Network uses to track student enrollment, demographics and performance. The instructional staff collects data and sends it to the office where it is input into ETO. This software will enable us to track students' success and challenges. Specifically developed to support case management, ETO provides reports that not only measure but help to manage outcomes. With client-level data at their fingertips, staff can adjust their approach as needed to help each student move forward.

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
West Kern Adult Education Network	ETO "Efforts to Solutions" software	Case management and data collection

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.

Aligning regional academic and career pathways leading to employment and student transition into postsecondary education and/or the workforce has been primarily accomplished via collaboration with community, industrial and educational partners. The strategy of direct community outreach and training via community based centers offering not-for-credit classes has been effective in reaching prospective students resulting in strong course enrollment and completion. Our program has already seen student success evidenced by postsecondary education enrollment and entry into the workforce. One student who obtained her GED in the spring has recently obtained employment working as a teacher's aide in the local school district. Support services have been strengthened by the addition of two counseling interns who are now working closely with students to develop educational/career guidance. Challenges in hiring staff and establishing strong tools for data collection and case management has been largely overcome as we move into our next program year. Community outreach has been key in our student enrollment and success. We intend to increase our efforts during the coming year to attend more outreach events as well as take advantage of well-established local social media groups. Building even stronger partnerships with industry, education and the educational community is a priority for this program year.

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
Student Support Services - Counseling	Increased student success in postsecondary education enrollment and employment	Intern counseling followup through ETO
Student Support Services - Staff	Increased class enrollment / attendance due to follow-up contact	Case management through ETO

Objective 4: Gaps in Services

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

•Collaborate with the Kern Literacy Foundation and the Westside Community Resource Center to design a non-credit ESL program for parents of English language Learners to be offered to parents of elementary aged children

- Design and begin implementing a Workforce Readiness program for adults seeking immediate employment
- Enhance Citizenship class offerings to include application assistance and interview techniques

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
ESL	Increase knowledge of English, both spoken and read, by thirty parents of elementary aged children	Adult parents will attend regular class and will show improvement in speaking and reading English
Workforce Readiness	Design and begin implementing program for adults seeking immediate employment. Twenty adults will be assessed and enrolled in program.	Students will measurably improve in their preparedness for initial and increased employment through testing and employment results.
Citizenship	Students will receive enhanced instruction in Citizenship which will include application assistance and interview techniques. Twenty students will enroll in classes. Ten students will complete applications	Case management will follow students to assess outcomes of citizenship application process.
Outreach - local school events	Increased student enrollment and community awareness of services available	Increased enrollment

Objective 5: Acceleration

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

The consortia has found that the students are in need of accelerated instruction, particularly in the GED classes. Students are anxious to obtain their diploma in order to fulfill personal goals of higher education and employment. Instructors and staff are developing pathways for contextualized instruction which would increase student learning outcomes and are aimed at developing skills and knowledge that are meaningful to the students. Counseling interns working consistently with students in a classroom setting is a critical element to ensure the effective implementation of a sure pathway to career and educational goals. Data collection is vital in our program, not only for reporting reasons but for follow-up case management.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Student Counseling Services	Increased student success Number of matriculating students and increased employment	ETO data and follow-up case management
Instructor training in contextualized instruction	Increased student success and retention in program	ETO data and follow-up case management

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 strategies designed to support student outcome will be accomplished primarily with collaborative activities. Statewide and regional partner agencies who offer professional development activities are being contacted. In-house training of instructors and staff is being further developed and implemented. Conducting all activities with a trauma-informed approach is key to address barriers to success and will be highlighted in instructor/staff trainings. The correlation between trauma and low academic achievement is very strong and relevant. Effective professional development strategies will be implemented to support improvement of services.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Learning Outcomes training	Increased student success	ETO data
Cultural Training	Increased student success	ETO data

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.

Leveraging existing resources and programs with local organizations such as: Chamber of Commerce, CalWorks, Jobs First Center, churches and local school districts will enable the consortium to develop and provide a coordinated strategy for meeting the educational and employment needs of students.

Providing educational and career counseling help to provide articulated pathways to post-secondary education and future careers.

Partnerships with industry training groups will be key in serving our adult learners. For example, the consortia is collaborating with WESTEC to sponsor a three week certification program to prepare students for the workforce.

GED classes are being planned for the outlying regions, meeting students where they live and work. Existing structures and mobile classrooms will be used for these outreaches.

Local agencies such as Career Technical Education Center and WESTEC are partnering to provide GED students with workforce skills and employment.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Train for Success	WESTEC	Collaborative effort with Taft College CTE staff for referrals & scheduling	Increased employment	Follow-up case management
GED offered to outlying communities	Maricopa School	Maricopa School to offer classroom space for GED class	Student Success	ETO data

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.