

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
15-328-11	11 Tri-Cities

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
King, Jerry	Principal	(562) 602-8080	jking@paramount.k12.ca.us

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
Tu, Patricia	Director, Fiscal Services	(562) 602-6021	ptu@paramount.k12.ca.us

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
Murray, Rodney	Compton Community College District	(310) 900-1600	romurray@elcamino.edu	04/25/2016
Calvin, Christopher	Compton Unified School District	(310) 639-4321	ccalvin@compton.k12.ca.us	04/25/2016
Smith, Bambi	Lynwood Unified School District	(310) 604-3096	bsmith@mylud.org	04/25/2016
King, Jerry	Paramount Unified School District	(562) 602-8080	jking@paramount.k12.ca.us	04/25/2016

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.

[tricityorganizationalchartpdf.pdf](#)

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.

Using the one year plan, the consortium allocates funds to each member according to the activities and projects approved by the executive board that each member will be conducting during the year. Each member invoices the fiscal agent the total amount to be spent and the fiscal agent releases funds to that member in a monthly distribution that coincides with the state’s monthly release of funds to the fiscal agent. Members report to the executive board regarding progress and expenditures quarterly and provides expenditure information to the fiscal agent so reports can be completed and submitted 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
 Compton Unified School District	\$1,414,567
 Paramount Unified School District	\$2,181,838
 Lynwood Unified School District	\$1,932,372
 Compton Community College District	\$300,000
Total	\$5,828,777

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.

During the 2015-2016 program year, the Tri City Adult Education Consortium created a vision statement, a mission statement, and guiding principles for establishing new programs or projects. Created in consensus, these tenets will drive the consortium in the coming year. "Our vision is to provide education and training that ensures all students excel in the global workforce." Additionally, the mission of the consortium is to "connect education and workforce training to create family sustaining careers." As the consortium worked to determine programs to establish in order to fill gaps, it became necessary to develop criteria that must be met to assure that the programs both follow the AEBG regulations and will be in tune with our vision and mission. These principles are as follows: All consortium projects...1)will be data based and drive; 2)will benefit the entire consortium; 3)can be leveraged; 4)fill (an)identifiable gap(s); 5)are plan based; 6)are outcome based; 7)are scalable; 8)are supplemental, not supplanted.

Using these principles, the consortium has added the following programs in 2015-2016:

* APEX Learning, Medical billing, Medical assistant, Non-armed security guard training, Truck driving training, and Computer software training for Microsoft, A+, Network+ and Security+. Funds were leveraged for these programs through agencies such as the Workforce Investment Board and the Housing Authority.

>In 2016-2017 more programs will be added as we apply the guiding principles to our decision making process. There will be a focus on the medical pathway that is already established in the consortium, as well as CTE classes in the area of jobs associated with logistics due to our proximity to the port and trucking lanes.

Other program year 2015-2016 accomplishments include:

* Developing an articulation agreement among the three medical assistant programs in the consortium to assure that there is consistency in curriculum, duration, and student educational experiences. The process also brought to light a need to vary class scheduling and delivery systems so students can find a program within the consortium that best meets their needs.

>In the 2016-2017 program year, a timetable will be established and begun to develop articulation agreements and align programs that exist at more than one consortium institution.

* The community college has hired tutors who are assigned to the three adult schools in the region to add support the the adult basic skills classes and the adult secondary education classes. The desire of this program is to accelerate graduation and certification obtainment and also begin a relationship of students with the community college that may increase transition rates from adult schools to the community college.

> Although the tutor program was begun in 15-16, there is not a consistent plan for using them and no data has been collected to determine its effectiveness. The 16-17 program year will focus on developing structures to support students and to track their academic progress as well as their movement through higher education.

* All sites have access to Career Cruising, an online program that students use to assess their interest levels regarding careers, their aptitude for success in those fields and the employment opportunities as well as the earning potentials of those careers. There is a task force established to create a structure for training and monitoring the program so students will create plans and portfolios early in their adult educational experience and then revisit and adjust the plans throughout their training and movement toward a career.

> In the 2016-2017 program year, the Career Cruising will be implemented at all consortium schools in a pilot program form and the task force will develop plans for enlarging the program to all students by the following year.

* Tasks forces were established by the executive board in the areas of career exploration, data collection, marketing, career pathways, and orientation/intake during the last program year.

> In 2016-2017, the task forces will consistently meet and work follow the vision of the executive board in their area of focus and will report quarterly to the executive board regarding progress and needs.

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
America Truck Driving School	educational	teaching and curriculum
Blue 1647	Foundation	funding
College of Health Science Education	educational	teaching and curriculm
Employed Security Service Center, Inc.	educational	teaching and curriculum
Housing Authority	agency	funding/student referral
Workforce Investment Board	agency	funding/student referral

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

Since one adult school in the region was significantly cut during the economic downturn, there was a need to bring classes back. Instead of trying to restore the type of programs that were cut such as ESL and ASE, the adult school leveraged funds with state and federal agencies to open classes where partners provide the teachers and curriculum. This helps the school add CTE classes based on need. It was determined that because our region is very compact, and the other 3 entities have strong ESL and ASE programs, it was not in the best interest of the students to bring those typical adult school classes back but to focus on CTE classes that can bring employment to the students in a relative short time.

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.

Tri City Consortium has added medical assistant programs, so there are now programs at all three adult schools. There is an articulation agreement that assures that there is consistency among the programs. Each program is offered in a different format, so students can choose among the schools depending on what best meets their needs, i.e., day/night, semester/modular. There is opportunities for clients to move from medical assistant to other medical fields such as CNA, LPN, and RN. The consortium plans to expand the medical pathway in the coming year.

The consortium has added other programs that expand the career opportunities of clients such as truck driving, security guard training, and -----computer training. The consortium has purchased Career Cruising, an online program, that helps students determine interests, skills, and abilities while exploring job and training opportunities. Each site has access to the program and the consortium is in the process of developing a structure where students, as part of intake, will be trained on using Career Cruising and developing a portfolio and plan that they will revisit and adjust throughout their schooling.

The community college is providing tutors to the adult schools who can help students with career exploration as well as remedial tutoring to prepare them for success as they transition to the college.

Challenges consist of finding quality teachers in the medical field. It is difficult to find nurses needed to teach the medical courses who will work for the wages we can offer.

A challenge in plan year 2015-2016 was also the lag time that it took to get the funds to the individual sites once it was received by the fiscal agent. That seems to have been resolved for the coming year, with the fiscal agent functioning more as a "pass-through" and paying by invoice.

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.

During the 15-16 program year, the consortium developed mission and vision statements through a process that relied on consensus of the executive board and key staff from each institution. The mission and vision statements have been shared with all staff and are revisited at all consortium functions. Committees were established in the areas of career exploration, data collection, marketing, career pathways, and orientation/intake in order to establish needs and create a plan for meeting those needs. Committee members determine training required. The medical assistant teachers met to establish an articulation agreement that insures that curriculum and experiences of students are consistent throughout the consortium. This activity was a pilot for what eventually will be a process for all programs that exist at more than one consortium site.

It is challenging to prioritize what should be done next and it is difficult to find times where key members from different sites can get together for training or committee work.

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 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.

[11trcities_160822170136.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.

When students are enrolled they are assessed by using the CASAS Appraisal or TABE depending on the program they are entering. Students are periodically assessed through the course by CASAS testing. It is the plan of the consortium to add Career Cruising to the initial assessment battery to help students determine career interests and aptitude, with follow-up use of Career Cruising to develop and refine an educational plan that will lead to a career. The Consortium plans to establish common exit exams for ESL levels as well as other programs that exist at more than one campus and where certification tests are already available.

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
Ability to Benefit tests	Pearson	Community College enrollees
Career Cruising	Career Cruising	Career exploration
CASAS Appraisal	CASAS	ESL
TABE	DRC/CTB	ASE

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?

The consortium has established common enrollment documents for the three adult schools so student information collected will be the same. Two schools use AIMS while the third uses ASAP. Both programs "speak to" TOPSpro that all three sites use. The TOPSpro data collection program is aligned to the The consortium is researching ways to use a student identifying code so students can be tracked from site to site and on the the community college. TOPSPro is aligned to WIAO so fields are available for collection on data needed. One adult school is in the process of applying for the WIAO grant but is already using TopsPro for data collection.

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		Student Data Collection
ASAP	ASAP	Student Data Collection
TOPSpro	CASAS	Student 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.

The consortium pathways task force prioritized needs and developed a criteria for schools to follow when determining classes or programs to establish to meet those needs. During the 15-16 program year, an articulation agreement for the medical assistant programs at three sites was approved. This will service as a template for establishing agreements that assure consistency among like programs. The agreement also established the practice of varying the times and duration of programs so students can better find a situation that works for them. The community college has hired tutors who will be dispersed at the 3 adult school sites to 1) Assist in helping students become more prepared for a successful transition to community college, 2) Establish a presence for the community college on the adult school campuses to attract students, 3) Assist in career exploration as the tutors support the Career Cruising program.

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
Tutors on adult school campuses	Increase number of students who obtain a diploma or certificate and transition to community college	tracking student transitions
Pathways task force meetings to determine new programs	Strengthen medical and logistics pathway by adding programs	Programs added that lead to jobs in field
Develop articulation agreements for ESL programs and other programs that are at more than one site.	Common curriculum with exit exams developed	Exit exams established for all levels

Objective 4: Gaps in Services

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

The consortium will conduct seminar events where local agencies and business will convene to discuss needs of the local business force and prospects for growing employment opportunities.

The pathways task force will continue to meet regularly to research employment statistics and training needed to fill gaps in the region.
 The Career exploration committee will analyze data from Career Cruising to determine student desire and interests related to possible careers and find matches or gaps within our consortium that can be enhanced.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Regional summit	Informing business and agency leaders of consortium progress and getting input on areas where the schools can support the employment needs of the community.	Track student movement to jobs in the region related to the training/certification earned at a member school.
Pathways task force meetings monthly	Gaps determined and addressed through a plan and timeline for establishing new programs.	Programs established and collection of student success data
Career Exploration task force meetings monthly	Data analyzed from student use of Career Cruising in order to meet the interests/needs of students	Data presented to Executive Board quarterly

Objective 5: Acceleration

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

The community college provided tutors to work at the adult school sites to conduct small group and one on one support for high school diploma students and students seeking a high school equivalency certificate. This support will help accelerate those students that struggle with math or language arts.
 The consortium began research and planning to integrate ESL classes into the career technical classes in order to help second language learners be successful in training that is taught in English.
 The consortium began researching the possibility of applying for Pell Grants in order for more students to take advantage of our CTE classes.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Tutors on adult school campuses	Students will obtain diploma/certificate at faster/higher rate	Data collection of students receiving tutoring regarding success rate and length of time for completion.
Integration of ESL into CTE classroom	Lynwood Community Adult School will pilot classes that integrate ESL into their CTE classes.	Student data collection on targeted students who receive ESL support in CTE classes

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.

This year the consortium piloted the alignment of the medical assistant programs among the three adult schools. This year the consortium will develop a schedule for aligning other like programs.
 Task forces were established in career exploration, pathways, marketing, and orientation/intake. This year the task forces will collaborate monthly as they advance the vision of the executive board and report quarterly to the board of progress.
 The consortium will conduct two summits during the year to involve partners and local businesses and agencies in determine next steps and in reporting to the community members the progress made.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Task Force monthly meetings	Task forces will act on the vision of the executive board regarding their respective area and report quarterly to the board.	Quarterly reports to the executive board
Alignment of programs	Timeline developed for alignment of programs and alignment schedule followed	Timeline established and followed. Alignment documents produced
Summits	Summits held twice a year where local agencies and businesses are informed of consortium progress and plans and input in collected from attendees.	Summits held and input gathered and reported to executive committee

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 Workforce Investment Board continues to provide funds and support for Compton Adult School's security guard training, truck driving training, medical billing program, and the CNA program. Compton Adult School also leverages funds with the Housing Authority for their medical assistant program and their medical billing program.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Leveraging funds from WIB and Housing Authority	WIB and Housing Authority	Funds provided for classes	More CTE opportunity for region	Data collection of student completion and job obtainment

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.