57 Sequoias | Consortium 2017-18 Annual Plan

INSTRUCTIONS: *The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the* **Save** *button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here:* http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit (http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit).

Click on the **Section 1: Plans & Goals** *header to begin.*

Section 1: Plans & Goals   −

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

During the 2014/15 planning phase, Sequoias Adult Education Consortium (SAEC) members and partners convened to write a comprehensive strategic plan. Members and partners analyzed the then current levels of adult education and compared them with regional needs. From that analysis, SAEC developed its Regional Comprehensive Plan. The plan articulates strategies to fill gaps, transition students, accelerate students through transitions, provides professional development to staff, and leverages regional resources. Funding was then distributed to members on a needs basis to implement strategies. The strategies identified in that plan remain relevant to the region today.

During the 2015/16 and 2016/17 program years members made significant progress towards implementing the strategies identified in the SAEC Regional Comprehensive Plan. Each strategy had a three year implementation timeline. The current 2017/18 SAEC Annual Plan reflects the progress made to implement those strategies and the work that will be accomplished during 2017/18, or Program Year 3. New strategies for 2017/18 are not necessarily new, but rather continuations and refinement of work from the original Comprehensive Plan strategies. A notable addition for 2017/18 that illustrates the refinement of previous strategies, but creates new work is the development of a VESL Pathway. The VESL Pathway has emerged out of the original strategy which would have created VESL courses.

Furthermore, as noted in the SAEC Regional Comprehensive Plan, the AEBG objectives to provide professional development and leverage regional resources are addressed in SAEC strategies focused on filling gaps, transitions, and acceleration. For example, to fill gaps SAEC planned, and implemented, a strategy to provide courses in Adult Basic Skills, Adult Secondary Education, and English as a Second Language and courses for recent immigrants. The delivery of those courses by existing adult schools into communities that did not have adult education programs is built on members leveraging resources to host the classes at K-12 schools. This strategy also leverages existing administrative capacity and relieves the burden of creating new management structures.

SAEC members have engaged many new strategies that address and support regional adult education needs, in many areas and in creative ways. These strategies successfully address all of the AEBG objectives. SAEC members, with support from regional partners, will continue to refine strategy implementation and adhere to the three year timeline described in the SAEC Regional Comprehensive Plan to improve adult education. The limiting factor moving forward for the regions efforts in adult education will be dedicated funding. It is currently estimated that the adult education providers are meeting

less than 10% of the regional adult education needs. Based on current adult education funding levels, SAEC members are providing services at fiscal capacity and will face an imminent decline in service provision to the region without additional funding.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs	The importance of these programs was indicated by both educators and employers. SAEC conducted regional employer and educator surveys.	SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training enrollment, pre-apprenticeship completion, apprenticeship placements, work experience placements, and job hires.
Deficiency of Technical or Computer Skills	This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys.	SAEC will monitor course descriptions for inclusion of computer and technical standards. Student digital literacy skills will be monitored through educator survey and teacher created assessments.
Sharing of Information and Resources	This gap was identified through the survey administered to education providers.	SAEC will monitor the participation of staff in consortium meetings, committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data.
Students' Access to Programs	The importance of these programs was indicated by educators. SAEC conducted regional educator surveys.	SAEC will monitor to locations courses are offered and student enrollments, student attendance, and course completions.
The Lack of Classes at Varying Times and Locations	Several SAEC members that either at one time offered Adult Education courses and discontinued them or never offered them. Additionally, districts currently offer Adult Education courses have added new offerings in the past 2 years, but are still offering fewer courses than they did previous to program reductions. Regional demographic data indicate that SAEC members are currently meeting less than of the regional adult education need.	SAEC will monitor the number of courses offered by member in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Regional Integrated Service Delivery System (RISDS): Hire an additional SAEC Navigator. Professional Development (new staff, administrators, faculty). Community outreach to publicize initiative.

Offer additional Adult Basic Education, HSD, GED/HSE, ESL and Classes and Courses for Immigrants Classes: Continue implementation of classes that where new during the 2016/17 program year. New classes have been offered in all member communities. Limited to current offerings in 2017/18 due to funding levels.
AND
Add more CTE certificate programs/classes: This strategy is ahead of schedule with new courses having been implemented a year in advance. Current new offerings (Stainless Steel Purge Welding, Medical Billing and Coding, and QuickBooks) will continue in 2017/18. A VESL Food Safety Pathway course series will be completed in 2017/18. A Logistics Technician program will begin implementation in 2017/18. Jail Education Vocational Preparation (with support services from Probation and the One Stop) will be implemented in 2017/18.

Embed computer skills into program area courses at the adult schools: Program area committees have identified ISTE Standards that align to WIOA Title II Technology and Distance Learning Plans (TDLPs). Staff will development awareness of the ISTE Standards and engage instructional practices to support student engagement of the standards.

Offer access to computers and internet at regional centers and member school district locations: Implemented in 2016/17. Continue provision access to hardware and internet service to students.

Employer input to incorporate appropriate technical skills into CTE curriculum: Members will participate in joint advisory committees and seek input through local workforce development board advisory in 2017/18.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Additional ESL counselor at COS	5 - Fully implemented	None	Continue implementation at College of the Sequoias in 2017/18.	Professional development on student support strategies/best practices for counselors.
Adult Education Counselors	4 - Mostly implemented	This strategy has been implemented at one adult school. Current funding levels do not support the addition of new counselors at any other program.	None—no expansion. Implementation at Hanford Adult School will continue in 2017/18.	Additional funding.
CTE Contextualized Basic Skills	5 - Fully implemented	None	Course pilot was in 2016/17. Continued implementation in 2017/18. Work readiness skills will be added to the current course. A third party assessment to measure learning gains will be added in 2017/18. Identify potential new offerings in 2017/18. Instructors will be engaged in professional development as needed.	Professional development for instructional staff on IBEST models and best practices. Additional funding to expand the local initiative.
Expanded college tours.	4 - Mostly implemented	Coordination between members and provision of an adequate number of college tours.	SAEC Navigators will support member sites in scheduling/providing tours.	Additional funding to provide student transportation.
Occupational Work Skills Curriculum Update	2 - Mostly not implemented	SAEC focused on other priority strategies during the 2016/17 program year to essentially condense Program Year 1 and Program Year 2 into one calendar year.	In 2017/18, consortium members will identify essential skills through local area experts, develop rubrics, design sample lessons, and design a local certification process. The need for a capstone class will be explored in the Spring of 2018.	Develop a statewide occupational skills framework for adults with disabilities or assist SAEC with the technical process of developing a model framework locally.
Outreach to employers to educate them on hiring Adults with Disabilities.	3 - Somewhat implemented	This strategy is being implemented in accordance with the SAEC Regional Plan timeline. A plan for implementing the strategy was designed during Program Year 2 for full implementation in Program Year 3.	SAEC will leverage the SAEC Navigators to implement this strategy in 2017/18.	Provide professional development and best practices on how to engage local employers in hiring adults with disabilities. Provide additional funding to hire AWD program area specific staff to support placement of adults with disabilities into the workforce. Provide a comprehensive case management tool for adult education.
Pathway Mapping Tool Online Release	5 - Fully implemented	None	The Pathway Mapping Tool will receive routine maintenance and updates in 2017/18.	Professional development for webmasters. Additional funding to support consultant retention for coding/programming.
Translation of Assessments	2 - Mostly not implemented	The lack of progress on the Community College Common Assessment has stopped this local strategy.	This strategy has been placed on hold pending completion of the CCCCO work on the common assessment.	Complete the CCCCO common assessment. Provide a comprehensive cross-walk between the new common assessment and the CASAS assessments. Provide professional development for instructional staff on how to interpret student performance on the assessments and how it relates to learning outcomes and lesson planning.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Online Pathway Mapping Tool: This strategy will continue to from year to year with updates and possible new sector pathways mapped into it. The Online Pathway Mapping Tool serves as both student facing resource to help them navigate existing strategies and as a depository of information for consortium members to see currently offered pathways.

Joint Advisory Committees: SAEC members will participate in joint CTE advisory committees as they develop in the region.

Adult School Curriculum Alignment: All adult schools have aligned their HSD, HSE, ABE, and ESL curriculums. Staff will continue to participate in committees and professional learning communities to share best practices and student outcome data. This is a continuation of a previous strategies, but will be new work.

ESL off-site coordinated delivery: In 2016/17 SAEC members experimented with intentional coordinated delivery of ESL courses at off-site locations. The pilot was successful. SAEC members will continue to expand coordination in other communities/towns in 2017/18.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Open Entry Skills Primer: A short term skills review and preparation class for students preparing to take college placement exams. The course will be open entry, and scheduled to support the community college intake schedule.	3 - Somewhat implemented	CHALLENGES: Curriculum design was largely done by adult school staff alone. The community college was able to provide entrance exam blueprints and entry level course descriptions. It took a year for staff to develop a course and assessment metrics for the course.	The course has been designed, but not implemented. Member adult schools will begin implementation of the actual class in the Fall of 2017.	None
Professional Learning Communities	4 - Mostly implemented	None	SAEC will continue to organize and facilitate PLCs for staff through the consortiums program area committees	Professional development for staff on professional learning communities. Addition funds to hire outside consultants to provide training locally.
Student Support Services at Regional Centers	5 - Fully implemented	None	Continued implementation.	Provide additional funding for additional navigators. Provide a comprehensive case management system for adult education.
VESL Advance Food Manufacturing Class (HACCP Certification)	4 - Mostly implemented	Challenges--None	A class was designed and implemented. The implementation provided feedback which led to a new strategy—VESL Pathways. The existing class will continue and serve as a capstone class to a pathway. This class was implemented at the college level. The course is available to adult schools now for implementation.	Provide professional development and best practices on VESL Pathways. Provide addition funding to support the implementation of additional VESL pathways.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

> Regional Student Success Team: Beginning in 2017/18, SAEC Navigators, key member staff, and key partner staff will participate in the development of a Regional Student Success Team. This is an extension of the Regional Integrated Service Delivery System and will provide two resources to the community. The first goal is that the strategy will enhance service connection to the regions hardest to serve population: recently released inmates and homeless youth. The second goal of this strategy is that it will help develop understanding and awareness of regional support service between the agencies providing those supports—agencies will become more aware of each other's work through participating on the team. The team will facilitate the implementation of best practices by team members to education others from their native agency. This concept for this team stemmed out of the regional need to develop greater inter agency awareness for stronger referrals to services.

> VESL Pathways: A capstone VESL Food Manufacturing Course was designed and piloted in 2016/17. Low and intermediate VESL Food Manufacturing courses to support the existing capstone course are currently being designed in a jointly between the community college and adult schools. The series of 3 courses will provide a pathway to ESL student wishing to enter industry. The concept for an additional VESL Pathway focused on Logistics is being explored. The VESL Logistics Pathway will enter the design phase during the coming year.

> Professional Learning Community (PLC) Data Analysis: SAEC Member staff have participated in PLCs. The PLC process will be refined in 2017/18 and staff will move from norming group behaviors and dynamics to analyzing student performance outcomes. This is not necessarily an entirely new strategy, but a planned refinement of an existing strategy.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
SAEC Joint Summit with TCOE	5 - Fully implemented	NONE	None	None
Shared professional development activities.	5 - Fully implemented	Challenges: Staff availability.	SAEC members have done well to share professional development activities throughout the region. They will continue to share activities with staff from other schools. Schools will better communicate and coordinate events in 2017/18	Provide group size regional professional development.
Staff will participate in local, state, and national conferences to learn and share best practices in adult education.	5 - Fully implemented	CHALLENGES: None	Staff will continue to participate in professional development conferences at the local, state wide, and nationwide levels.	None.
Teacher and faculty training on how to identify and make accommodations for students with disabilities	5 - Fully implemented	Challenges: None	This strategy will continue implementation in 2017/18.	None

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

> Staff will continue to participate in shared professional development activities. For example, adult school staff from multiple districts, through program area committees, have identified and scheduled curriculum specific trainings. Professional development planning and completion will continue. Such planning and delivery strategies will expand to other program areas. It has been difficult to include college instructors because they are not available.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Co-Location of SAEC Navigators: SAEC Navigators are co-located at member and partner sites. SAEC Navigators provide student facing service to help students engage adult education and related services. (sub strategy of the SAEC Regional Integrated Service Delivery System).	5 – Fully implemented	CHALLENGES: None	Continued implementation in 2017/18.	None
Expanded adult education course offerings in districts where adult education was terminated, or never existed. Member districts without adult education courses provide classroom space (for courses offered after K-12 schools are out of class), computers, internet access, parent education funds, and other services such as after school programs that could provide childcare.	4 – Mostly implemented	CHALLENGES: Insufficient funding.	Districts with adult education programs will continue to provide course in communities of districts who do not. By the third program year, SAEC had planned to implement 107 new courses. SAEC members have added 55 new course…while implementing other strategies. SAEC has been funded at half the amount requested.	Provide SAEC with another $9.1 million.
WIOA Title II participation. Five of six members with adult education programs successfully completed WIOA Title II applications for 2017/18. Those members coordinated their application completion through the consortium to ensure alignment.	5 – Fully implemented	CHALLENGES: None	Continued implementation in 2017/18.	None

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

As part of the Regional Integrated Service Delivery System, SAEC Navigators will work with partner organizations to bring partner representatives into established resource centers throughout the consortium. For example, space at the Adult Schools and at regional partners has been set aside for use as a regional center for use by the SAEC Navigators. Additionally, in order to provide reach into the rural communities who have a need for these services, the SAEC school district Members have made use of existing school sites in the community such as elementary, middle or high schools and their resources. Partner agency staff would travel to these community sites once a week or perhaps once a month (dependent on need) to bring the services out into the community by making use of an elementary school's computer lab or computer cart and wireless internet. This would be done after school hours and perhaps during the time children are at an after school program. Leveraging of these types of resources to help alleviate challenges such as childcare, transportation, or lack of internet access will make the regional centers more effective and more cost efficient. The delivery of these services can be facilitated by the SAEC Navigators.

An integral part of the RISDS will be communication and outreach both between SAEC Members, Partners, and with the public. As part of the implementation process, a branding strategy for the system has been developed. Additionally, an outreach strategy based market segments has been established. It is called the SAEC Summer Velocity Tour 2017. This public outreach strategy will provide information to the public on adult education opportunities and other supportive services. The SAEC Navigators will tour communities throughout the region in a mobile computer lab bus. They will visit two towns per day. At each stop they will open the computer lab and provide information to current and potential students.

SAEC partners will participate on WIB committees which support adult education. Specifically, SAEC members participate on the Tulare County WIB Referral Committee (chaired by an adult education director), Communication Committee, Cross Training Committee, and MOU Committee. SAEC Navigators are cross trained by regional partners. This strategy will continue in 2017/18 with new training for a new SAEC Navigator.

Theses strategies were present in 2016/17 to leverage regional funds. They are approved in the 2017/18 SAEC Annual Plan by the SAEC Board. The AEBG Annual Plan in the Portal is does not have editable fields for work that was planned in 2016/17, but these strategies are named in the local SAEC Annual Plan, and will continue through 2017/18.
Adult Perkins: Members with CTE programs participate in the Adult Perkins Grant.
CalWORKS: Members with adult education programs participate in CalWORKS programs.
Adult Correctional Funds: Two members, Visalia and Hanford, provide adult education services in jail settings.

Visalia Adult School, in partnership with the Tulare County Sheriff's Department, County Board of Supervisors, Tulare County Probation Department, and the Tulare County Workforce Innovation Board will pilot a new Career Technical Education program at the Tulare County Jail facility. The new courses will provide inmates with basic AC/DC control systems training and adult basic education. Support services in the form of enhanced post release care from Probation (RESET Program) and career readiness and placement from the Tulare County WIB through their mobile one stop in the jail. This new program will serve up to 120 inmates each year.

Section 2: Fiscal Management   −

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$9,071,853	$9,043,816	$28,037
2016-17	$9,129,557	$6,753,952	$2,375,605
Total	**$18,201,410**	**$15,797,768**	**$2,403,642**

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

The greatest challenge faced by members is tracking expenditures by AEBG Objective. Members have implemented new SACS codes to track by AEBG Objective, but many activities do not readily fit any one objective. Rather, expenditures often cross over several objectives. Also, members struggle with reporting on each program year separately. Reporting would be

simplified if members could declare unspent funds from a program year and then role those funds into the follow year for accounting. Also, member districts are reaching capacity of program at current funding levels. Hiring of permanent full time employees is difficult because of this. Members struggle to engage part time employees in professional development. Member have also have the need to hire additional site administrators and student services support staff. Current funding levels do not facilitate such hires. One member would like to add additional off site course in rural communities and cannot due to funding constraints.

The late funding in 2015/16 continues to cause programmatic problems. The late funding in 2015/16 did not provide members adequate time to fully expend 2015/16 allocation dollars during the 2015/16 fiscal year. Members ended the 2015/16 fiscal year with unspent allocation funds. Following a first in first out rule, this offset the 2016/17 program year expenditures as 2015/16 funds where expended before any 2016/17 funds. A few members ended the 2016/17 fiscal year with remaining 2016/17 funds. On the surface it appears that members have surplus funds going into each new year. However, unspent funds from a previous year are not an ongoing revenue source and members cannot commit those funds to ongoing expenditures (e.g. permanent staff positions and related costs). Permanent program expenditures, like staff salaries and benefit obligations, must be planned around consistent revenue streams. Members have found ways to partially expend unspent funds from year to year on expenditures like materials, supplies, and hourly salaries. It is difficult to recruit part time, or hourly staff. SAEC's strategy to provide relief to member districts with unspent funds is to evaluate member expenditures in the third period of a program year and determine if those funds can be allocated to another member. This will complicate the budget and expenditure reporting system through the MISWeb portal. Multiple budget changes are anticipated on each program year as members shift funds between each other.

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

SAEC members follow a first in, first out expenditure model. All 2017/18 work is a continuation of existing strategies with new work being refinement in implementation. SAEC will also evaluate member expenditures and possibly reallocate unspent funds to other members to provide relief to member districts with unspent funds. This process is evidenced and explained in detail in the SAEC 2017/18 Consortium Memorandum of Understanding.

Section 3: Certification and Submission   —

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

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

Certification (Required)

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

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

Signature (Required)

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