Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

> 15-328-005

1.2 Consortium Name:

> Santa Cruz County Adult Ed Consortium

1.3 Primary Contact Name:

> Holly C. Chase

1.4 Primary Contact Email:

> hochase@cabrillo.edu

If applicable:

1.5 Fiscal Agent Name:

> Cabrillo Community College District

1.6 Fiscal Agent Email:

> camulcai@cabrillo.edu

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.
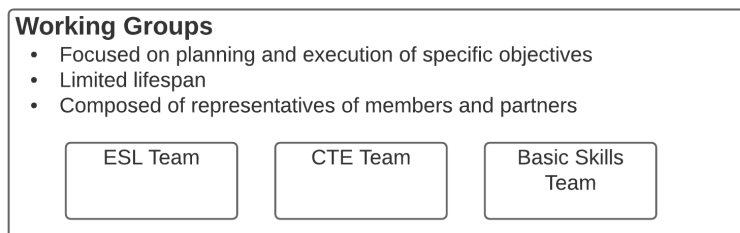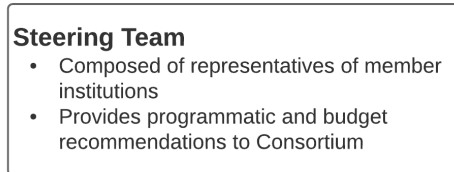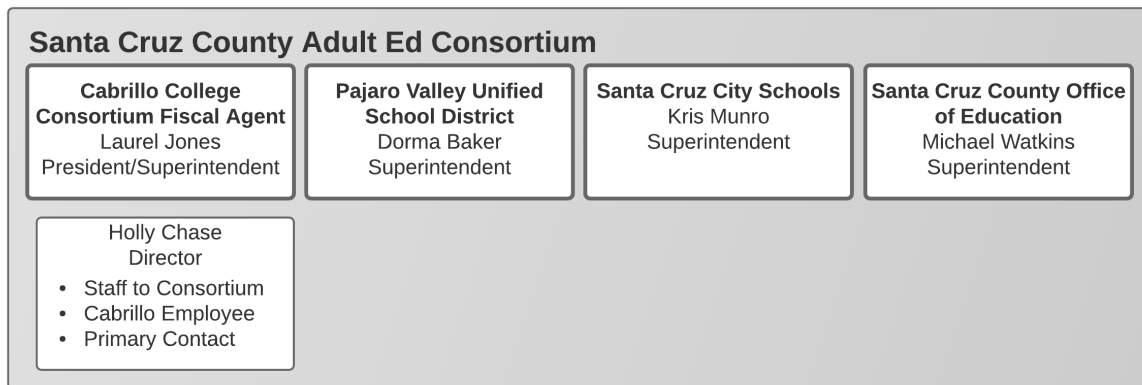
Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Cabrillo Community College District	Laurel Jones	831-479-6302	lajones@cabrillo.edu	10/5/15
Pajaro Valley Unified School District	Dorma Baker	831-786-2135	Dorma_Baker@pvusd.net	10/28/15
Santa Cruz City Schools	Kris Munro	831-429-3410 x220	kmunro@sccs.santacruz.k12.ca.us	10/20/15
Santa Cruz County Office of Education	Michael Watkins	831-466-5900	mwatkins@santacruz.k12.ca.us	10/22/15

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

See **15-328-005 Santa Cruz County AEBG Consortium 10.31.15 Governance Template.PDF**

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

Santa Cruz County Adult Ed Consortium

Cabrillo College Consortium Fiscal Agent	**Pajaro Valley Unified School District**	**Santa Cruz City Schools**	**Santa Cruz County Office of Education**
Laurel Jones President/Superintendent	Dorma Baker Superintendent	Kris Munro Superintendent	Michael Watkins Superintendent

Holly Chase
Director
- Staff to Consortium
- Cabrillo Employee
- Primary Contact

Steering Team
- Composed of representatives of member institutions
- Provides programmatic and budget recommendations to Consortium

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Working Groups
- Focused on planning and execution of specific objectives
- Limited lifespan
- Composed of representatives of members and partners

ESL Team	CTE Team	Basic Skills Team

1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

Block grant funds will flow to the fiscal agent, Cabrillo College. The disbursement of these funds among the member institutions will be determined by the voting members of the Consortium. Funds will be distributed to member institutions utilizing a contract that will specify the amount of funds, the anticipated outcomes, the performance period and the reporting requirements. Member institutions receiving AEBG funds from the Consortium will be responsible for reporting on their expenditures to the fiscal agent in a timely fashion such that the fiscal agent can roll up these expenditures to report to the State. Graciano Mendoza, Director of Business Services for the fiscal agent, Cabrillo College, will be the Certifying Officer.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the this 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 by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium's AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

Our objectives for the 2015-16 year are as follows:
- Develop a working partnership between the four members including the following elements
  - Onboard our new director who will serve as staff to the consortium
  - Form a Steering Team to work through a recommended distribution of the Consortium funds between the four members, development of workplans, and to provide coordination between the members
- Develop the capacity to collect and report a set of metrics for measuring pathway performance consistently defined across all members
- Determine how to provide expanded services in the Santa Cruz area and a plan for beginning to offer services in the San Lorenzo Valley
- Articulate ESL pathways across our member institutions and expand ESL offerings to meet the communities needs
- Articulate 1-3 CTE pathways across our member institutions, one of these combining English and occupational skills
- Develop and offer a program of professional development focusing on adult learning theory for faculty across all member institutions

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Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the **Member Allocations Workbook** for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										$0
3.1b - English as a second language										$0
3.1c - Pre-apprenticeship training										$0
3.1d - Career and Technical Education										$0
3.1e - Adults training to support child school success										$0
3.1f - Older Adults in the workforce										$0
3.1g - Services for Adults with Disabilities										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).
NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the **Member Allocations Workbook** for Table **3.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$50,000	$300	1%		0%
3.2b - Consortium Allocation					
Total	$50,000	$300	1%	$0	0%

See **15-328-005 Santa Cruz County AEBG Consortium 10.31.15 Member Allocations Form.xlsx**

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. 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.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:
- Educational pathways
- Alignment of:
  ○ Placement
  ○ Curriculum
  ○ Assessments
  ○ Progress indicators
  ○ Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
  ○ Communication paths among Consortium participants and higher education institutions
  ○ Defined and articulated pathways to postsecondary education or the workforce
  ○ Embedded access to student services including counseling, guidance, and follow-up

4.1a 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. What tools and vendors will you be using for these activities?

We will be working towards aligning our assessment tools and practices with the goal of having the assessment process offered by any member institution be able to be utilized to inform the placement within the same pathway at any other member institution. We hope to receive direction from the state in this area. Cabrillo currently uses Compass and PVUSD and SCCS use CASAS.

4.1b 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 member institutions have exchanged data in the past in order to assess the extent to which students were utilizing cross-institutional pathways. We would prefer to participate in a statewide system for data collection and sharing. Currently all members are part of CalPASS+ and have agreed to share their data through this platform. CalPASS+ does not at this time collect adult education data, but has expressed a desire to develop that capability. During this year we will focus on developing the capacity to collect student demographic and student outcome data within each of the member institutions. As part of this effort we will establish common definitions using the National Reporting System definitions for demographics and performance measures as the possible basis for our own data collection and reporting. We will seek opportunities to participate in statewide pilots of data sharing systems rather than to create our own capacity.

4.1c – Objective 3 continued: List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Map pathways, inform stakeholders and students. Identify and resource staff responsible for updating pathways. Integrate updating of pathways into stakeholders instructional planning processes.	Dec 15 – Dec 16	Cabrillo College PVUSD SCCS SCCOE	Well defined pathways. Metrics established for measuring progress of students on these pathways. Methods of collecting and reporting data established and executed.	Pathway metrics.

4.2 - **Objective 4:** Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs* for adult education programs within the Consortium's region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. 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.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium's region who are currently underserved).

Table 4.2 - **Objective 4: Key Activities for Addressing Gaps (add rows as needed)**

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Determine plan for expanding services in Santa Cruz area and offering services in San Lorenzo Valley	Jan 16 – Dec 16	Cabrillo College PVUSD SCCS SCCOE	Determination of how to best serve Santa Cruz City and San Lorenzo Valley and surrounding areas	Expanded services in Santa Cruz and services offered in San Lorenzo Valley
Rebuild our capacity to offer ESL instruction and to do so in a way that aligns our efforts and provides English Language Learners with pathways that have multiple starting points to accommodate varying levels of proficiency, availability of time to commit to learning, location, and learning objectives, and multiple endpoints including higher education and job placement and career advancement. Activities include alignment of ESL curriculum across SCCS, PVUSD, and Cabrillo. This will include definition of course sequences, articulation of like courses, definition of transition points and alignment of learning outcomes and course pre-requisites.	Dec 15 – June 17	Cabrillo College PVUSD SCCS	Increased number of students enrolled in ESL classes. Increased number of students transitioning from Adult Ed to Cabrillo.	Pathway enrollment indicators.

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Create CTE pathways in in the areas of Computer Applications and Office Skills, Early Childhood Education and Industrial Trades and Technologies	Dec 15 – June 17	Cabrillo College PVUSD SCCS Workforce Development Board CET	Clearly defined pathways that enable students to progress to higher education and employment.	Pathway indicators, student employment outcomes survey
Employ a person to provide one on one and group guidance and assistance to students in developing education and career plans that take advantage of the combined resources of the consortium, focusing in particular on assisting students to bridge from Adult Ed to Cabrillo.	Spring 16 – ongoing	Cabrillo College PVUSD SCCS Workforce Development Board	Increased numbers of students persisting through course sequences to achieve educational and career goals	Pathway indicators
Development of marketing tools and practices to increase awareness in the community of the new capacity to offer ESL instruction and to increase student awareness of the opportunities to advance to higher education.	Spring 16 – ongoing	Cabrillo College PVUSD SCCS Workforce Development Board	Increased enrollments in ESL classes.	Pathway indicators

4.3 - Objective 5: <u>Employ 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 and career technical education.</u> Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. 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).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional

consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

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.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Utilizing labor market information, dialog with employers, and surveys of students identify a CTE pathway in which to offer contextualized language and job skills instruction.	Spring 2016 - 2017	Cabrillo College PVUSD SCCS SCCOE Workforce Development Board	Pathway offering integrated English and occupational skills instruction developed in coordination with employers	Pathway indicators for enrollment, persistence, completion, and employment
Offer professional development in adult learning theory to faculty across all member institutions	Spring 2016 - ongoing	Cabrillo College PVUSD SCCS SCCOE	Increased student success in course completion and pass rates	Pathway indicators

4.4 - **Objective 6:** <u>Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.</u> 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.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Provide 3 professional development activities on adult learning theory for faculty from all member institutions	Spring – Summer 2016	Cabrillo College PVUSD SCCS SCCOE	Increased student success in course completion and pass rates	Pathway indicators

4.5 - **Objective 7:** Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will 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.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by

members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:
- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

Examples of activities include:
- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- Expanding utilization of existing regional resources for Adult Education students
- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Table 4.5 - **Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)**

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Build upon the existing relationships with the County Workforce Investment Board and the County Human Services Agency to expand opportunities for students to access WIA and CalWORKs support and for those receiving CalWORKs support to obtain education.	Workforce Development Board, County Human Services Agency	WIOA and CalWORKs support for Adult Ed students	Cabrillo Student Resource and Support Network PVUSD SCCS SCCOE	Spring 2016 – Spring 2017	Students eligible for WIOA and CalWORKs support	Pathway indicators, numbers of WIOA and CalWORKs supported students enrolled in pathways

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Development of CTE pathway for English Language Learners	Employers Workforce Development Board, County Human Services Agency	Identification of pathway with employment prospects. Support services for those on pathway	Cabrillo Student Resource and Support Network PVUSD SCCS SCCOE	Spring 2016 – Spring 2017	English language learners seeking pathway to employment	Pathway indicators for enrollment of ELL, persistence, advancement to higher education and employment

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the **Member Allocations Workbook** for **Table 5.1,** Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										$0
5.1b - Obj. 4: Gaps in Services										$0
5.1c - Obj. 5: Accelerated Learning										$0
5.1d - Obj. 6: Professional Development										$0
5.1e - Obj. 7: Leveraging structures										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the **Performance Measures Workbook** for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

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Using the **Performance Measures Workbook** for **Table 6.2**, Consortium Members will fill out their own spreadsheets.   The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.2: Performance Outcomes by Member – Projected Targets

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

See **15-328-005 Santa Cruz County AEBG Consortium 10.31.15 Performance Levels Form.xlsx**

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

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6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)
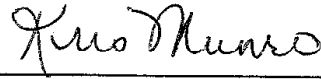
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6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)
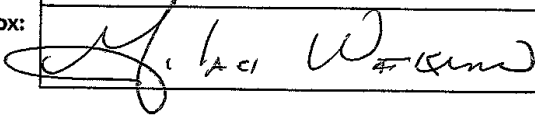
One of the foundational principles for the Consortium is to *design for a level of service that is effective in serving students, sustainable with the anticipated funding streams, and i**ncludes resources that support continuous improvement of student learning outcomes.*** The Consortium is committed to developing the data collection and reporting systems that enable measurement of student progress through the pathways and into employment and to embedding these reports into the consortium's and the members' planning and resource allocation processes.

Section 7: Consortium Member Signature Block

Consortium Member Signature Block

Name:	Cabrillo College
Consortium Member:	Laurel Jones
Email:	lajones@cabrillo.edu
Date:	11/2/15
Signature Box:	*(signature)*

Name:	Santa Cruz City Schools
Consortium Member:	Kris Munro
Email:	kmunro@sccs.santacruz.k12.ca.us
Date:	11/2/15
Signature Box:	*(signature)*

Name:	Santa Cruz County Office of Education
Consortium Member:	Michael Watkins
Email:	mwatkins@santacruz.k12.ca.us
Date:	11/2/15
Signature Box:	*(signature)*

Name:	Pajaro Valley Unified School District
Consortium Member:	Dorma Baker
Email:	Dorma_Baker@pvusd.net
Date:	11/2/15
Signature Box:	*(signature)*