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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

> 15-328-035

1.2 Consortium Name:

> Southwest Riverside County Adult Education Consortium

1.3 Primary Contact Name:

> Joyce Johnson

1.4 Primary Contact Email:

> jajohnso@msjc.edu

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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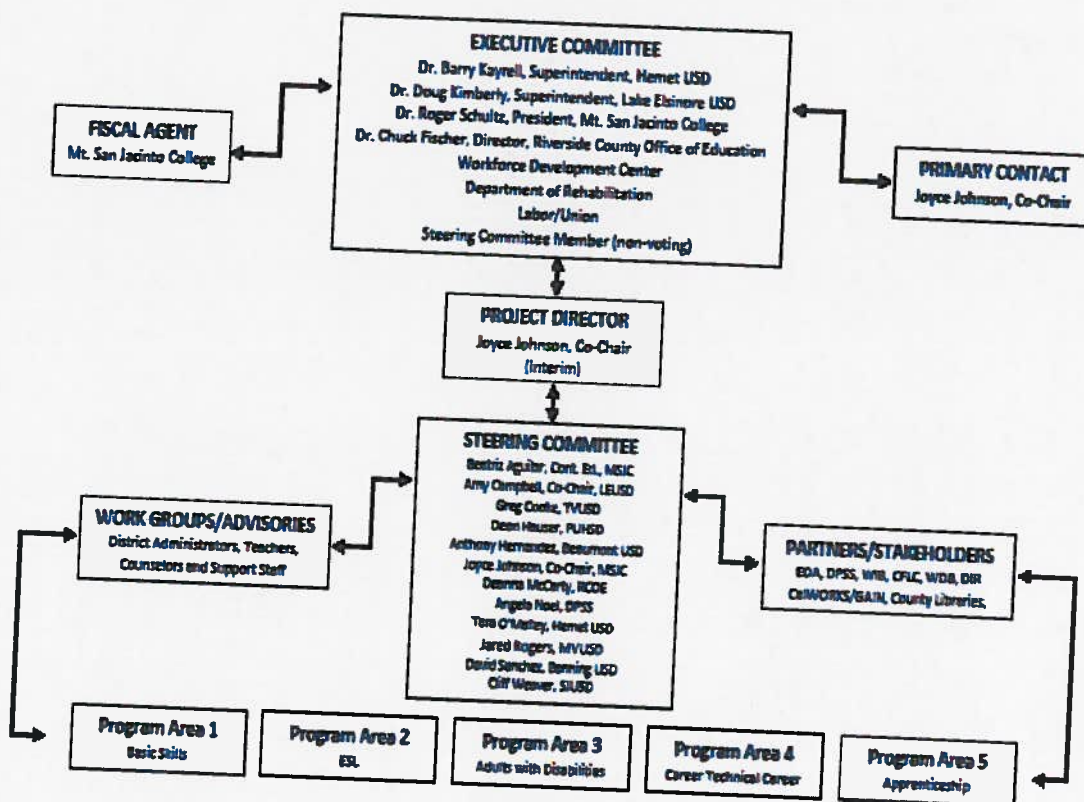
Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Banning USD	David Sanchez	951-922-0250 ext. 300001	dsanchez@banning.k12.ca.us	11/12/15
Beaumont USD	Anthony Hernandez	951-845-6012 ext. 5	ahernandez@beaumontusd.k12.ca.us	10/27/15
Hemet USD	Tara O'Malley	951-765-5182 ext. 200	tomalley@hemetusd.k12.ca.us	10/6/15
Lake Elsinore USD	Amy Campbell	951-253-7000	Amy.campbell@leusd.k12.ca.us	10/15/15
Mt. San Jacinto College	Joyce Johnson	951-639-5350	jajohnso@msjc.edu	9/10/15
Murrieta Valley USD	Jared Rogers	951-696-3805	jrogers@murrieta.k12.ca.us	12/10/15*
Perris Union HS	Dean Hauser	951-657-7357 ext. 30100	Dean.hauser@puhsd.org	10/21/15
Riverside County Office of Education	Deanna McCarty	951-922-7361	dmccarty@rcoe.us	10/14/15
San Jacinto USD	Clifford Weaver	951-487-7710 ext. 3099	cweaver@sanjacinto.k12.ca.us	
Temecula Valley USD	Greg Cooke	951-294-6512	gcooke@tvusd.k12.ca.us	11/10/15

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

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.

Southwest Riverside County Regional Adult Education Consortium
AB 104 Organizational Chart

EXECUTIVE COMMITTEE
Dr. Barry Kayrell, Superintendent, Hemet USD
Dr. Doug Kimberly, Superintendent, Lake Elsinore USD
Dr. Roger Schultz, President, Mt. San Jacinto College
Dr. Chuck Fischer, Director, Riverside County Office of Education
Workforce Development Center
Department of Rehabilitation
Labor/Union
Steering Committee Member (non-voting)

FISCAL AGENT
Mt. San Jacinto College

PRIMARY CONTACT
Joyce Johnson, Co-Chair

PROJECT DIRECTOR
Joyce Johnson, Co-Chair
(Interim)

STEERING COMMITTEE
Beatriz Aguilar, Cont. Ed., MSJC
Amy Campbell, Co-Chair, LEUSD
Greg Cootz, TVUSD
Dean Hauser, PUHSD
Anthony Hernandez, Beaumont USD
Joyce Johnson, Co-Chair, MSJC
Deanna McCarty, RCOE
Angela Noel, DPSS
Tara O'Malley, Hemet USD
Jared Rogers, MVUSD
David Sanchez, Banning USD
Cliff Weaver, SJUSD

WORK GROUPS/ADVISORIES
District Administrators, Teachers, Counselors and Support Staff

PARTNERS/STAKEHOLDERS
EDA, DPSS, WIB, CFLC, WDB, DIR CalWORKS/GAIN, County Libraries,

Program Area 1
Basic Skills

Program Area 2
ESL

Program Area 3
Adults with Disabilities

Program Area 4
Career Technical Career

Program Area 5
Apprenticeship

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?

Fiscally managing through review of quarterly expenditures for grant allowability, compliance and consistency with work plan objectives and activities, ensuring that expenditures correspond to effectively meet performance measures.

Rolling up grant expenditures by compiling quarterly expenditure reports submitted by member districts that are categorized by object series, which is how grant expenditures must be reported to the Chancellor office. Narrative on reports allow for review of how expenditures relate to activities and objectives of the grant and performance of the grant overall.

Section 2: Plan Summary for Program Year 2015-16

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 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.**

As a consortium we have created a plan that supports our initial goal three years ago, to build a consistent and seamless program that includes all of our members and partners. This started with our website that promotes and aligns our programs and allows our students to transition throughout the region.

This year we are implementing a West-Ed survey to ensure all of our data for students served is consistent and relevant to our programs. All members will be using the same survey as a pre and post data collection service. All data will be assessed and complied by West-Ed to assist with our plan and proposals for next year. We also have hired ASAP to roll out a data system to be used by all of our members. This will allow our consortium to align with each other and not only track our student's progress but allow our students to seamlessly move from one program to another throughout the consortium. This is another example of pulling together as a consortium, sharing resources, and streamlining.

With our funding our consortium has also been afforded the opportunity to begin the process of standardizing data, curriculum, programs, technology and offerings. This was an area of need and we are already implementing many changes that support our plan's implementation.

We believe our funding is being utilized to lay the foundation of a consistent data driven service oriented consortium. All areas of the grant have been identified in our plan and are being addressed as we begin the implementation.

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*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
3.1a - Adult Education (ABE, ASE, Basic Skills)	$1,055,68?	$1,111,612	$431,752	$0	$219,982	$888,890	$0	$0	$3,707,919
3.1b - English as a second language	$587,29?	$508,213	$667,513	$0	$110,926	$127,831	$0	$0	$2,001,777
3.1c - Adults in the workforce (including older adult	$?	$67,210	$20,993	$0	$8,000	$0	$0	$0	$96,203
3.1d - Adults training to support child school succe	$?	$67,000	$0	$0	$0	$9,000	$0	$0	$76,000
3.1e - Adults with Disabilities	$2,00?	$32,150	$10,000	$0	$0	$25,000	$0	$0	$69,150
3.1f - Careers and Technical Education	$68,28?	$1,003,610	$0	$0	$12,200	$293,714	$0	$0	$1,377,806
3.1g - Pre-apprenticeship Training	$?	$6,500	$0	$0	$0	$0	$0	$0	$6,500
Total	$1,713,25?	$2,796,294	$1,130,258	$0	$351,108	$1,344,435	$0	$0	$7,335,354

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.

	Total Allocations to Members	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$1,713,259	$20,286	1%	$0	0%
3.2b - Consortium Allocation	$2,796,294			$139,814	5%
Total	$4,509,553	$20,286	0%	$0	0%

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?

For the 2015-2016 school year we collectively are using a few different programs to measure growth and progress. CASAS is one program several members are using. CASAS allows us to look at levels for placement and to continue to test after forty hours of seat time to continue to move students into appropriate level classes. We also are using YSS and ASAP to capture data and progress. As a group we are looking at using West-Ed this year to track educational goals, progress and completion rates. This survey we have created will assist with placement and progress monitoring. West-Ed is working with our entire consortium and all members will be participating throughout the year.

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?

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4.1c – Objective 3 continued: List <u>other</u> 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	4.1c (4). Outcomes	4.1c(5).Method of Assessing Impact

4.2 - Objective 4: <u>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.</u> 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

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

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
Evaluation of program effectiveness	Each semester	All		
PLCs	Each semester	All		
Career Days highlight different pathways (incl apprenticeship)	annually	all		
Instructional Development	Monthly meetings via webinars, agency's network meetings			

4.5 - Objective 7: <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> 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

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 <u>should not</u> 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*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
5.1a - Obj. 3: Seamless Transition	$867,384	$482,421	$721,371	$0	$224,236	$1,097,623	$0	$0	$3,393,035
5.1b - Obj. 4: Gaps in Services	$289,525	$906,459	$64,736	$0	$67,233	$90,021	$0	$0	$1,417,974
5.1c - Obj. 5: Accelerated Learning	$165,902	$339,685	$78,270	$0	$36,334	$29,021	$0	$0	$649,212
5.1d - Obj. 6: Professional Development	$43,000	$833,194	$25,000	$0	$10,000	$33,445	$0	$0	$944,639
5.1e - Obj. 7: Leveraging Structures	$347,448	$234,535	$240,881	$0	$13,305	$94,325	$0	$0	$930,494
Total	$1,713,259	$2,796,294	$1,130,258	$0	$351,108	$1,344,435	$0	$0	$7,335,354

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.

	AY2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016
6.1a - Adult Education (ABE, ASE, Basic Skills)	5090	6314	24%
6.1b - English as a second language	2848	4012	41%
6.1c - Adults in the workforce (including older adults)	356	425	19%
6.1d - Adults training to support child school success	120	170	42%
6.1e - Adults with Disabilities	21	71	238%
6.1f - Careers and Technical Education	411	569	38%
6.1g - Pre-apprenticeship Training	93	170	83%

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

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.

	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.	5258	3097	59%
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.	858	359	42%
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.	1823	530	29%
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.	1003	345	34%
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.	478	102	21%
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	290	146	50%
6.2g - % Placed in jobs, for those who had this goal during the current program year.	772	198	26%
6.2h - % With increased wages, for those who had this goal during the current program year.	494	156	32%

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.

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.

> None

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)

> N/A

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)

For the 2015-2016 school year we will be looking at the following measures to show growth and success as a consortium moving forward with our plan. We have pulled student data from 2014-2015 and first will look at number of students served and growth rate due to new classes and programs funded by the consortium and MOE funds. We also will look at the data in each of the designated areas and the increase of students served, completers and employability data.
As a consortium we have hired West-Ed to compile student date relating to entering statistics, student goals and completion data for end of year. We will use this data to drive our plan updates and site needs. We also will have data on success in the job market and post-secondary enrollment. Several of our members currently are using TOPS as a measure to capture and track data for this year. Many are also using ASAP, YSS and other data collecting programs. For the 2016-2017 school year we have hired ASAP as our data program. All of our consortium members will be utilizing ASAP to ensure all of our data is uniform and complied to show regional patterns and trends.

CONSORTIUM MEMBER SIGNATURE BLOCK

NAME:

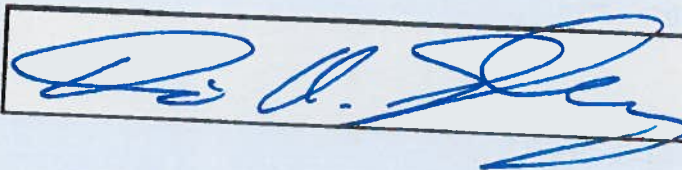BANNING UNIFIED SCHOOL DISTRICT

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DAVID SANCHEZ

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DATE:

10/23/2015

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Tara O'Malley

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CONSORTIA MEMBER: JOYCE JOHNSON

EMAIL: jajohnso@msjc.edu

DATE: 10·23·15

SIGNATURE BOX: Joyce Johnson

CONSORTIUM MEMBER SIGNATURE BLOCK

NAME:

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

CONSORTIA MEMBER:

JARED ROGERS

EMAIL:

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DATE:

10/23/2015

SIGNATURE BOX:

CONSORTIUM MEMBER SIGNATURE BLOCK

NAME:

PERRIS UNION HIGH SCHOOL

CONSORTIA MEMBER:

DEAN HAUSER

EMAIL:

dean.hauser@puhsd.org

DATE:

10·23·15

SIGNATURE BOX:

CONSORTIUM MEMBER SIGNATURE BLOCK

NAME:

RIVERSIDE COUNTY OFFICE OF EDUCATION

CONSORTIA MEMBER:

DEANNA MCCARTY

EMAIL:

dmccarty@rcoe.us

DATE:

10 / 23 / 15

SIGNATURE BOX:

CONSORTIUM MEMBER SIGNATURE BLOCK

NAME:

SAN JACINTO UNIFIED SCHOOL DISTRICT

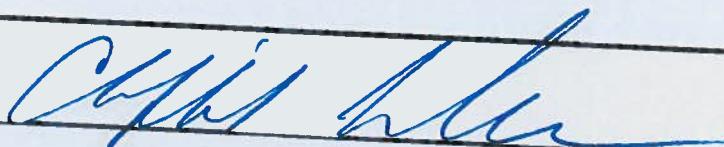**CONSORTIA MEMBER:**

CLIFFORD WEAVER

EMAIL:

cweaver@sanjacinto.k12.ca.us

DATE:

10 - 23 - 15

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CONSORTIUM MEMBER SIGNATURE BLOCK

NAME:

TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
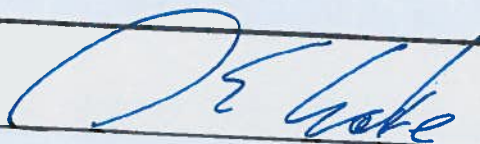
CONSORTIA MEMBER:

GREG COOKE

EMAIL:

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DATE:

10/23/15

SIGNATURE BOX: