



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-61

1.2 Consortium Name:

Sonoma County Adult Education Consortium

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

Santa Rosa Junior College, founded in 1918, was the tenth two-year college to open in the developing California Community College system. One of the largest single college districts in the nation, SRJC is proud to educate over 35,000 students each year utilizing their main campus in Santa Rosa which includes a state of the art Culinary Training Center with a restaurant and bakery, a technology focused satellite campus in Petaluma, the Southwest Center located in the Roseland neighborhood of Santa Rosa, the Public Safety Training Center in Windsor, and a 365 acre self-supporting farm near Forestville in the west part of the county. The college has been recognized for the high number of students who transfer to four-year universities, and is also well known for the over 150 innovative and engaging Career Technical Education degree and certificate programs.

SRJC partnered with Petaluma High School District who operates the only adult education school in Sonoma County. With robust programs for English learners, adults seeking a high school diploma or its equivalent, classes in technology for the workplace and apprenticeship programs that serve the greater bay area, the Petaluma Adult School provides excellent baseline services for adults throughout the county.

The Sonoma County Adult Education Consortium built on this partnership by bringing in critical community and government agencies, as well as additional school districts to understand the needs of adult learners in the community and to design a regional program to better serve the population. Several key ideas to expand current programs, design new programs needed to ensure that students are college and career ready, and provide services that support students in their academic pursuits surfaced during the stakeholder meetings held throughout the planning period.

Stakeholder participants all agreed that having services located in satellite facilities, known as Learning Center hubs, throughout the county would better serve the needs of at-risk students who do not have transportation or time to travel to the regular adult education campuses. Some satellite programs currently exist where services or programs could be expanded, but new satellite locations would need to be developed in at least three locations in more remote areas of the county, such as the far north and west, as well as corrections facilities.

The second need identified was a system navigator position that provides a bridge between counselors and instructors assisting students through the process of program completion with frequent communication, follow up and referrals to additional support mechanisms if needed. The system navigators reinforce student roles and goals to keep them on track in their current AE program and moving toward their post-AE goal.

Student support services, specifically child care for participants in adult education programs are a growing need. Providing these services will assist with retention and persistence in program completion particularly for ESL participants. The System Navigator will meet with students to identify other major support services that they need to be successful both in adult education courses and in the transition to work or post-secondary.

Most of the participants thought that adult education students would have a more positive tenure in AE programs if they had a course or series of courses focusing on 21st Century Skills and goal setting. Academic Innovations and Santa Barbara Community College developed the *Get Focused – Stay Focused™* program that offer students a chance to understand what motivates them, establish personal and academic goals, get an overview of their options in adult education (and beyond) and make informed decisions about their Program of Study or College Major. Having the tool *My 10-year plan.com™* will give students an ongoing resource to review and update as they meet goals established in the course. This tool can also be used by counselors and system navigators to guide students through the program to completion. If this tool is not specifically used, a course that contains elements of the program specific to academic and personal goal setting, interest and skill identification and translating the information into an educational plan.

Another critical need the majority of the group agreed upon was a common intake assessment for adult education students. They thought it would allow counselors, system navigators and

instructors to place students in the course level where they will have the most success and be able to build academic confidence to persist in their program of study. Concern was expressed by two of the participants that the consortium should wait until the State develops a common intake exam for community colleges rather than spend time and funding creating something that would eventually be replaced. There are several examples of common intake assessments in other states that we will research before deciding on implementing a common test in Sonoma County.

Finally, it was determined that information about adult education programs should be widely distributed throughout the county and that a single website should be used as a clearinghouse for adult education curriculum and service providers to provide better communication and collaboration amongst the various agencies participating in the Regional Adult Education System. The system would be developed under the AB86 planning grant and maintained under AB104 as part of the new regional adult education system. In addition, the System Navigator will work with the Project Director to conduct a community outreach campaign that will inform the general public and education staff members about the renewed regional adult education system. Information will be provided in additional languages as needed.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.

Updated plan: The SCAEC will use AEBG funding to increase program capacity in two major ways. The Consortium will implement at least two Adult Learning Centers in conjunction with LEA members. The Learning Centers will provide accelerated GED preparation, high school diploma courses and basic skills to prepare for employment and college transfer level courses. Having Learning Centers located in the north, east and west population centers of the county will enable more students to enroll and reduce waitlists.

In addition, SRJC will take the lead in providing accelerated GED preparation, basic skills to prepare for college and employment, and academic assimilation to assist with transition to community college programs in the Sonoma County corrections facilities.

2. Programs for immigrants in citizenship, ESL, and workforce preparation.

Updated plan: AEBG funding will be used to expand the number of sections offered in ESL. The credit ESL program was recently redesigned, which will require more sections of non-credit to build English literacy before entering the credit program. An additional classroom is being added to the Southwest Center in the spring semester to accommodate this need. ESL courses will also be provided in the new Learning Centers.

SRJC has also partnered with the Graton Day Labor Center to develop a beginning English language IBEST model for green landscaping and personal home care. Students will be provided a rich, hands-on curriculum in career skill development and OSHA 10 certification with the support of an ESL professional in the classroom. Students will also enroll in a beginning ESL course that has been aligned with the CTE class and uses industry vocabulary to contextualize the English lessons. The ESL class will occur on Friday night with the landscaping on Saturday. The program will be five weeks in length to better fit the day laborers work schedule.

3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

Updated plan: In the original plan programs for older adults were embedded in the CTE section. Computer and technology offerings will be expanded primarily through the Petaluma Adult School and the Sonoma County Office of Education to assist older adults with updating software skills and social media skills for employment purposes. Courses will be held in a seminar format so participants can build stackable credentials that lead to industry skill certification.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

Updated plan: Programs that prepare adults to assist with academic success were formerly imbedded in the ESL and Civics programs. SCAEC staff members will work with LEA's to design programs that meet the Parent Participation requirements of their Local Control Accountability Plans. The Community Action Partnership of Sonoma County is working with SRJC to implement a family literacy program that includes basic skills for adults, Spanish GED preparation, computer skills, and a career training program to become a day care provider. We plan to expand this model to the Petaluma Adult School and other Learning Centers.

5. Programs for adult with disabilities.

Updated Plan: The SRJC currently operates credit college and career preparation programs for adults with disabilities. In years two and three we will develop and implement additional short term career training programs using the IBEST model that will provide supports and accommodations for adults with disabilities. We also plan to support the expansion of work experience programs in conjunction with career training.

6. Programs in career technical education that are short term in nature with high employment potential.

Updated Plan: This Sonoma County Office of Education will take the lead in hiring and implementing short-term training programs for adults. Some CTE programs will be stand alone, but the majority of program development will include modified IBEST models with ESL, Basic Skills and AWD. Industry Sectors identified for initial implementation are green landscaping, day care provider, culinary arts and hospitality, financial literacy, small business development, personal home care and workforce preparation. Programs will be held at the Southwest Center, Learning Centers, Youth Connections and other industry partners.

7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Updated Plan: SCAEC staff will work with the credit CTE division of SRJC and Petaluma Adult School to develop an introduction to the trades course that outlines apprenticeship opportunities with local unions. The course will be offered with a math skills class and OSHA 10 safety training to better prepare participants to pass a pre-apprenticeship math exam.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Adult Basic and Secondary Education. High School Diploma. High School Equivalency.

Petaluma City Schools is still the only school in Sonoma County with an accredited Adult Education program that is able to issue high school diplomas. Secondary courses are offered on site, online and through independent study. This is an area of great need, as many students missed earning their high school diploma by one or two courses and would benefit from the diploma program. It is difficult, particularly for students residing in the north and west part of the county to access services through the Petaluma Adult School campus. The Community Action Partnership of Sonoma County has a Youth Connections high school diploma program for 18-25 year olds with the John Muir Charter School. They just opened a second location in the north part of the county and serve approximately 60 students.

Santa Rosa Junior College offers credit and non-credit coursework at the basic and secondary levels, and has preparation courses for high school equivalency exams. In addition, SRJC has a Gateway to College program that prepares migrant education students to pass a high school equivalency exam, while participating in dual enrollment on the Petaluma campus of SRJC.

The Sonoma County Office of Education currently provides services for the incarcerated. There are limited offerings concentrating on HSE preparation. This is a focus for service expansion in

the first year of the grant. The Sonoma County Library system has an extensive adult literacy and tutoring program. Services are offered at most library branches and in the county corrections facilities. LiteracyWorks provides literacy support for students with low literacy skills seeking a college education. They recently opened a support center on SRJC's Petaluma campus.

English for Speakers of other Languages. Civics. Citizenship.

Petaluma Adult School offers three different levels of English Language courses for non-native speakers. Courses are offered throughout the day, and free child care is provided to facilitate regular attendance. PAS also offers a unique blended learning model where participants learn English and computing skills simultaneously. In addition, a computer lab is open to ESL families who may not have access to computing equipment at home. This drop in laboratory time allows children to do homework or practice English skills using the Rosetta Stone Language software system. This is a model we would like to expand.

Santa Rosa Junior College offers several levels of courses in English for non-native speakers. Three Certificates of Completion are awarded in Basic Interpersonal Skills and Communication, Foundations of Literacy, and Academic Preparedness and Career Development. SRJC delivers satellite ESL programs at local elementary schools and community centers in select areas throughout the county. Childcare is provided at some, but not all of the locations.

Catholic Charities and Petaluma Adult School offer courses for community members who are studying to become naturalized citizens of the United States. There are a limited number of spaces available, so this is a target area for expansion under the ESL umbrella.

The areas of greatest need in the ESL program are expansion of services that connect adults with elementary and secondary schools for student success (parent involvement) and English language development connected to workforce preparation programs. We are researching best practices in this area.

Adults with Disabilities.

Santa Rosa Junior College offers services through disability resources that support adults with disabilities in regular credit and non-credit programs. In addition they have courses that are specifically designed to provide adults with disabilities employment skills experience, and academic skill development for transition to credit bearing college courses.

While the Petaluma Adult School does not provide courses for adults with disabilities, there are several governmental and non-profit service providers that have high quality and widely distributed services for this population. Additional courses that focus on independent living skills, job skills and developing college-level academic foundations could be provided by the Petaluma Adult Education Center and/or Santa Rosa Junior College in the Learning Center hubs located throughout the county.

Career and Technical Education.

Petaluma Adult School offers many courses in general computing skills and specific software applications frequently used in office and educational settings. Instruction ranges from very basic for beginners to advanced practices for the workplace. New offerings this semester in medical assisting and pharmacy technician are through contract with a private vendor.

Santa Rosa Junior College offers over 100 certificate programs in Career and Technical Education subjects. They offer two types of certificates: 1) Certificates of Achievement are more comprehensive and take up to four semesters to complete, and 2) Skills Achievement which focus on local economic need and require less than 18 units to complete. SRJC does not currently offer any non-credit CTE training courses or programs.

Short term career skill development programs have been identified as the area of greatest need. We are developing programs that integrate with both ESL and Basic Skills to offer a broad range of training opportunities. Some of the programs will be provided through community partners, such as Youth Connections and the Graton Day Labor Center, while the balance will be open to the general public.

Pre-Apprenticeship Programs.

Petaluma City Schools through their Adult Education School provides access to apprenticeship programs for Bay Area Roofing and Waterproofing, California Tooling and Machining, North California Joint Laborers, and Northern California Shop Ironworkers. In addition, Santa Rosa Junior College has apprenticeship programs in Carpentry, Electrical, Painting and Decorating, Plumbing and Pipefitting, and Roofing.

Enrollment in the apprenticeship programs offered through the PAS is good, but participation is limited to people hired into apprentice positions. Pre-apprenticeship skill development and introduction to apprenticeship programs are areas that have been identified for expansion/access for adult learners. Pre-apprenticeship skill training will include industry focused math and literacy development, as well as the 21st Century Skills. An introduction to the types of apprenticeship programs offered and what to expect on-the-job in the various industries was identified by community partners as an area of need.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in

state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

According to the Economic Development Board in the Economic Indicators Report (EIR) for 2014, Sonoma County has increasing home sales and values, as well as a steady decrease in the unemployment rate. In September 2015, the unemployment rate for Sonoma County was just 3.8 percent. The lowest rate in eight years. This is 2 percent below the state average. Median home values have not returned to the pre-recession highs of 2006, but this makes property more affordable for home buyers. Conversely, the average rental rates have increased significantly, while vacancy rates for rental properties are at their lowest in years.

The industries that employ the most people in the county are retail trade, health care and social assistance, and government enterprises. In the county, retail trade, and health care and social assistance each provide 10.8 percent of all jobs. Government enterprises make up 10.2 percent of all jobs. Also, small businesses with 1 to 4 employees make up the majority of the businesses. Fifty-six percent of businesses have only 1 to 4 employees.¹

Sonoma County's population is slightly less than 500,000, predominately white with a growing Latino population, and relatively young with 57% of the population under the age of 45. As indicated in the charts below, the Latino population is very young in comparison to the White population whose median age is over twenty years higher. In fact, while the Latino population represents less than thirty percent of the county's population, the number of Latino children under the age of five exceeds that of the White population and the number of children ages 5 to 17 varies by only 9,000. This is surprising considering the wide gap in numbers for the 18-65 age group with over 200,000 White and less than 100,000 Latino. This population difference will become more important as we talk about gaps in educational attainment and the effect the gap has on personal and regional economic growth opportunities.

Among comparable counties, Sonoma County ranks third in the percentage of residents who have at least a bachelor's degree. Close to 32% of adults over 25 have earned a bachelor's degree or higher. However, there is still a large drop-out rate and the number of students exiting with a GED is minimal.

At closer look there is a great disparity among ethnic groups with on time graduation rates. The largest subgroup, Latino, has a 78% graduation rate while their White counterparts have an 86% graduation rate. No Latino students completed the GED, and only 13 White students out of 2,910 twelfth graders completed the GED. This means that of these two population groups about 800 will require the services of adult education programs to earn a high school diploma or prepare to take a high school equivalency test.

¹ Sonoma County Economic and Demographic Profile 2014, Center for Economic Development, CSU, Chico Research Foundation, page 23

Sonoma County Cohort Graduate Outcome Data for the Class of 2012-13

Race/ Ethnicity	Cohort Students	Cohort Graduates	Cohort Grad Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort GED Completer	Cohort GED Completer Rate
Latino	1,830	1,432	78.3	239	13.1	25	1.4	*	0.5
American Indian	77	42	54.6	26	33.8	*	0.0	*	0.0
Asian	192	169	88.0	17	8.9	*	0.5	*	0.0
Pacific Islander	27	23	85.2	*	7.4	*	3.7	*	0.0
Filipino	62	48	77.4	12	19.4	*	0.0	*	1.6
African American	120	81	67.5	25	20.8	*	3.3	*	0.0
White	2,910	2,504	86.1	271	9.3	21	0.7	13	0.4
Two/ More Races	161	134	83.2	11	6.8	*	2.5	*	0.0
Total	5,396	4,444	82.4	608	11.3	56	1.0	23	0.4

As indicated in the 2014 EIR, “While Sonoma County performs well compared to other counties and the state average, there is a noticeable educational achievement gap in English language proficiency and high school graduation rates among different ethnic groups within the county.”

The discrepancies are further highlighted in the self-reported student achievement gaps identified in each school districts Local Control Accountability Plan. Santa Rosa City Schools, the largest district in Sonoma County with five comprehensive high schools and four alternative high schools, reports that of their English learners 92% are not at grade level in English Language Arts and 96% are not at grade level in Algebra 1. Just 62.8% of the English learner high school cohort group earned a diploma and only 71.2% of the low income student cohort earned a high school diploma.

Additionally, while slightly less than 22% of the 1500 graduates completed college entrance requirements, only 7.5% of English learners and 8.6% of low income students completed them. When it comes to college readiness, 29.4% of students were ready for college level English based on the EAP (Early Assessment Program) exam, while 21.6% of all graduates were ready for college level math. But the more compelling statistics are that none of the English learners were ready for English or math based on EAP and among low income students only 11.8% were ready for English and 7.7% were ready for math. This exemplifies the need for courses, programs and student support systems that will assist students in continuing their education after high school in order to prepare for community college training and degree programs.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The System Navigators will work with employment development agencies, mainly Job Link, to steer short-term career skill program completers to potential employment opportunities. The short-term CTE programs will provide literacy and numeracy support with workforce skill development and certification, alongside specific industry sector skill certification that are all tied to areas of high employment need in the county.

A list of current job opportunities will be developed and maintained by the Program Director, who will work with credit CTE program staff and advisory committees, as well as the Workforce Development Board, to provide the most up to date information on job openings and major areas of employment need.

The SCAEC is considering using the CASAS workforce readiness exam to provide baseline information on adults seeking workforce preparation programs, in order to inform instructors about specific needs and to measure skill attainment of participants. This will feed into classes that prepare students for the national workforce readiness certification tests, which are part of the national stackable credentials models created through the Department of Labor.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Petaluma City Schools through their Adult Education School provides access to apprenticeship programs for Bay Area Roofing and Waterproofing, California Tooling and Machining, North California Joint Laborers, and Northern California Shop Ironworkers. In addition, Santa Rosa Junior College has apprenticeship programs in Carpentry, Electrical, Painting and Decorating, Plumbing and Pipefitting, and Roofing.

Enrollment in the apprenticeship programs offered through the PAS is good, but participation is limited to people hired into apprentice positions. Pre-apprenticeship skill development and introduction to apprenticeship programs are areas that have been identified for expansion/access for adult learners. Pre-apprenticeship skill training will include industry focused math and literacy development, as well as the 21st Century Skills. An introduction to the types of apprenticeship programs offered and what to expect on-the-job in the various industries was identified by community partners as an area of need.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Services for adults assisting in K-12 student success will be provided in conjunction with Basic Skills and ESL programs. We have developed a parent participation program that will be run by one of our community partners, Community Action Partnership, through the Via Esperanza program. This program was designed for English language acquisition, civic participation (mainly relating to American education systems), computer skills and family literacy. Students will be encouraged to continue in short-term career training programs and ESL courses.

2.3d Collection and availability of data. (REQUIRED)

All of the Sonoma County Adult Education Consortium members are collecting data to be used in the reporting phase of the AEBG. Each member has a different student information system, which means a different methodology for collection and reporting. The synthesis of this information is a top priority and the consortium members will be working throughout the spring semester on the best way to consolidate and present the information. We understand that this will be a temporary solution as the Chancellor's Office and Department of Education are also working towards a common platform for gathering and reporting student data for program review and accountability measures. We look forward to testing and executing this new system.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

The Consortium will need to honor labor agreements for Petaluma City Schools, the Sonoma County Office of Education and Santa Rosa Junior College. Each district has their own minimum qualifications, working conditions, and salary schedule.

Instructors teaching through the Petaluma Adult School and County Office of Education will be required to have the proper credential (multiple subject, secondary or designated subject) as identified by the California Commission on Teaching Credentials. Instructors hired by SRJC will need to have the minimum qualifications identified for their assignment, which varies for credit, non-credit and CTE programs.

2.3f Alignment of academic content and curricula (OPTIONAL)

This is an area that needs a substantial amount of work going forward, and will be the topic for at least two of the planned professional development days during the fall 2015 semester.

As a starting point, the Adult School curriculum needs to align with Common Core State Standards (CCSS) that are the basis of the new high school equivalency exams and will bring the AE curriculum in line with what is now being taught in the elementary (basic skills) and high school (secondary) programs. This will be a straight-forward process because the high school Common Core curriculum already exists and can be adapted for use in the adult school program without having to start from scratch. Additionally, there are many resources for professional development for instructors that will provide training for designing curriculum units that incorporate the CCSS.

The next step is to align the courses being developed for use in the secondary AE schools with the basic skills non-credit courses offered through the community college. Instructors will need to spend PD work days in content area groups to go through major concepts, standards and expected student learning outcomes for the common curriculum. While this will take time, it is reasonable to expect that introductory courses could be aligned and in place by fall 2016 for the secondary programs and by spring 2017 for the community colleges using the Curriculum Committee and Chancellor's Office approval processes.

English as a Second Language (ESL) programs will require the same careful scrutiny to engage and retain English learners through to fluency. The programs offered through Petaluma Adult School are robust. The courses should align with the same descriptors and levels as the beginning and low intermediate courses offered through SRJC. This can be started at the Professional Development day for curriculum alignment and continued until the units in each course are aligned across the two programs. In addition, SRJC will need to work with credit and non-credit ESL instructors to create a more aligned system internally that will support students in completing the programs.

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

Thus far the stakeholder groups and administrators have not begun to map out the continuum of curriculum or pathways needed for post- adult education success, but that work will start in spring 2016. Several of the administrators have experience aligning and articulating high school to community college courses and programs that lead to post-secondary degrees, certificates and employment. The SCAEC will rely on these leaders to bring focus area subcommittee participants together to create clear paths for each potential student outcome.

The group identified the need for AE system navigators that would serve students across both secondary and community college systems and would connect students with community based

organizations and support providers throughout the county. Because coming to the main SRJC campus in Santa Rosa is a barrier to students accessing the AE or non-credit system, the navigators should function within the smaller, more defined communities that will be served under the new AE Regional Plan, instead of being housed only on the main community college campuses. The navigators will also serve as ambassadors for the seven AE focus areas, so a fair amount of training regarding each AE program and progressions will be needed for the navigator to best serve this highly at-risk population. The navigators will not replace the need for counselors which serve the credit programs at the high schools and community colleges, but will provide informational assistance with course offerings and placement between the two systems.

Section 3: Consortium Member Signature Block

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