



**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

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

### Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-67

1.2 Consortium Name:

West Hills College Consortium

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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.**

The West Hills Community College District (WHCCD) spans across 3,464 square miles on the west side of the San Joaquin Valley. This large region has varied needs as the strengths and educational requirements of each area changes vastly across our district. This means communication with members and partners of this leadership team has to be consistent, effective, and relevant to each of the members and partners of this AEBG consortium. Specific members and partners were sought out and engaged to ensure each of the educational areas in this vast region was represented and addressed so that the end users (students) received the education and skills they require to obtain or increase their current level of employment.

**Consortium Members** include the following local school districts: Reef Sunset Unified School District, Firebaugh Las Deltas Unified School District, Coalinga Huron Unified School District, Mendota Unified School District, Golden Plains Unified School District, Crossroads Charter Academy, Lemoore Union High School, and West Hills Community College. In addition to the membership schools, **regional partner** organizations representing a diverse group include: Hanover Research, Kings County Job Training Office, Fresno County Workforce Investment Board, and Hanford Joint Union High School District. This regional collaborative has a very diverse knowledge base, extensive experience in their field, and are part of an intensive leadership team.

Communication linkages between the different entities has been an integral part of identifying current educational and CTE status levels and this in turn has been the basis of this team identifying the needs

and gaps we as educational institutions provide in the various locations. A culture of good communication amongst all entities is in place and attendance and collaboration is strong. Conference calls and meetings at alternating school sites have energized the team towards improved alignment and a vision of seamless pathways between Adult Ed's and community college efforts. This format has produced various levels of adult education courses and expanded Career Technical Education (CTE) skills building trainings. Building sequential pathways, reviewing potential articulations, targeted early registration, direct ties to business and industry, and services through the America's Job Center of California (AJCC) partnerships have been key toward improving the current status quo that hinders our current education system. This new model ensures mechanisms are in place to effectively confirm progress, quantify results, institute changes to continuously improve, and align with both post-secondary education institution programs and employment opportunities that can impact the participants we are serving.

Every member contributes to meeting discussions adding depth and richness to the collaborative implementation process. Most are involved in leading groups in their own districts to address all their site specific staff and administrative teams in researching and defining subject content areas and skills needed for transitioning K-12 students, older youth, and adults in their area of this physically large region. WHCCD maintains good relationships with all local area school districts, eight as members and several more as supporting partners. We will continue to strive to improve in the most efficient and effective manner, including:

- Continue bi-weekly meeting to continuously improve and align programs that focus on adult education student advancement.
- Ongoing opportunities for adult education instructor collaboration and engagement in professional development.
- Collaboration between district adult schools and the community college to optimize alignment, recruitment, registration, orientation, implementation, student services, and others.
- Expand the sharing of curricula, lesson plans, best practices, and other strategies for improved adult education implementation.

Our region has a high population of Hispanics; this population group traditionally has been employed in agriculture related jobs that only required minimal academics and low skills. The following includes some data to demonstrate:

In 2010, Hispanics/Latinos were 78.86% of the service area population (49,483 persons), compared to 49.34% of the regional population (2,191,699 persons) and 37.62% statewide. The proportion of service area residents without a high school diploma is 53.89% (17,972 persons), far above the regional (Central Valley) proportion of 27.77% (723,547 persons). The proportion of service area population possessing a Bachelor's degree is 3.36%, more than *three times less* than the region (11.32%). The median income (population age 25 and over) in the service area is \$20,289

These statistics demonstrate the need to address the lack of education in this region with these high Hispanic population percentages. Addressing these needs is being initiated by providing Basic Skills, English as a Second Language (ESL), High School Equivalency, and Citizenship courses. This combined with Career Technical Education courses such as forklift certification, residential electrical, truck driving, certified nursing assistant (CNA) assists them in obtaining the necessary education and skills



levels required for many agriculture and non-agriculture jobs in the region, additionally it also encourages entrance into post-secondary education.

The agriculture related jobs traditionally have been seasonal, low wage paying and have low education and skills requirements, but times are changing. Agriculture has been able to endure many challenges by incorporating multiple new technologies. These new technologies in turn are now demanding higher knowledge and skill-sets levels of their employees. This is a challenge our members are confident we can assist and make a positive change with the implementation of the courses. It is only by assisting this group that has been identified throughout the process as “in high need of assistance” that we can advance a large percentage of the population in our region. We have to address the limited English language, low level basic education, experience with educational barriers, and minimal career skills as they all relate to having low employment potential.

We are currently offering academic courses in various communities, these include Basic Skills, English as a Second Language, Workplace English, Literacy, and Parenting success. All members agree Basic Skills courses should be offered in every rural community as public transportation is almost non-existent and vehicle ownership cost are prohibitive for most of basic farm labor force; additionally, what little public transportation is available, is only provided on sporadic schedules in more populated communities, thus continues to be a big challenge in the region. Collaboration with various agencies is continues to be reviewed for potential cost effective methods of addressing this issue. Basic skills programs offer assessments of current levels and schedules series of applicable courses with overall goals of participants earning a High School Equivalency or high school diploma. Courses are offered in both traditional and non-traditional schedules to best serve the population. Additionally, bi-lingual assistance is made available when/where possible to assist and increase success rates. This format encourages completers to continue taking additional academic and/or short-term Career Technical Education (CTE) courses.

Membership leaders recognize the tremendous need for a variety of short term CTE courses and pathways. Identified skills courses align with local employer need and potential employment and/or potentially continued pathways in post-secondary education. Recognized certifications are targeted end results and goals are to continue expanding the number of certification moving forward. The CTE focus includes employer identified skill-sets that have real potential for employment, alignment of curriculum to certifications, instructor professional development, and delivering quality instruction to prepare people for jobs.

Members are now coordinating schedules where and when possible, this allows students to participate in various sequential levels of instruction with limited duplication. Collaborations among members and partners will further allow sharing of facilities, equipment, and even instructors at times; this is currently still in development along with the AJCC county-wide partnerships. Collaborations with these partners target allowing for expanded number of instructor externships to directly align the required knowledge base and employment skills with instructional goals and toward addressing identified Implementation Strategies for Identified Gaps.

Members have noted some concerns for finding and keeping quality instructors. This is an area that

has been much more difficult than originally anticipated. We are trying to fully utilize available instructors by coordinating schedules thus allowing teachers to instruct at various sites. This format offers temporary instructors a more consistent employment opportunity and assist with consistency and quality of instruction while meeting required employment competencies, alignment with sequential courses, and cultivating relationships between instructors and community members.

Our consortium partners include two local prisons; these partners have shared the population of ex-offender and at-risk adults could really use the instruction offered by adult education. The formats for best serving these populations is still under development, but collaboration again will lead us to success for all. West Hills College has now been offering for-credit courses thru other programs and this has proven to be successful to date. The adult ed programs will continue to review how we can best apply our services to make a positive difference.

With this said, the needs of these communities have been identified and this consortium is in the implementation stage, delivering quality instruction across the region. We are excited about the future and remain committed to making a positive difference for all groups in Adult Education. We know this is only the beginning.

**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:**

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

All members are incorporating basic skills programs leading to high school equivalency certificates and/or high school diplomas. Firebaugh Unified and West Hills College have acquired site testing authorizations for high school equivalency exams thru HiSet. West Hills is offering instruction in multiple sites including Firebaugh, Mendota, San Joaquin, Coalinga, and Huron all while communicating with each adult education member to avoid duplication of services while helping the community members cost of travel and transportation. The basic skills courses are delivered in each of the rural communities also helps to assure more participants attend and complete the courses. ESL courses are also available at several sites along with citizenship classes. Course scheduling again is coordinated to allow easier access to various levels of instruction.

Counselors from each district disseminate adult ed information and address classes in group formats to delivery this information on pathways that can lead to employment, post-secondary education, and/or to CTE skill set building courses.

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



Our research indicates immigrants in the United States is one of the fastest growing market for adult education and this region has one of the large concentrations in need of the education. We currently serve a 70 plus mile stretch of rural communities with limited transportation whose primary income base is derived from agriculture. The population serving agriculture has traditionally worked as low skilled general labor and hasn't had to focus on being tech savvy. Additionally, most farm labor typically has limited English skills. This means it will be vital our programs have the ability begin with very low levels of education and skills and increase them to a level where they can enter this new high knowledge, high tech job market.

We are tailoring the courses offered to meet the needs of our region; these are some of the reasons our members are offering Basic Skills in every community, ESL and citizenship classes in various locations, and have expanded into delivering various CTE courses. The current CTE courses include Forklift certifications, Residential Electrical, Truck Driving Class A license, and Certified Nursing Assistants. Some planned courses include Mobile HVAC, Welding, and Security Guard certifications. Our initial goals of providing a High School Equivalency Certificate and/or high school diploma was materialized and has even been expanded beyond original goals. We are now focused on some entry into college level courses and more CTE skill building courses to help toward obtaining or advancing with the student's employment opportunities.

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

Initial "entry" into the workforce for much of our population used to be agriculture; this was and still is to a much lesser degree a common pathway to employment in this region. There is however a real technical advancement in agriculture that makes it difficult for those with limited education and skill-sets to remain competitive in the workplace or simply remain employed. The programs we have initiated addresses this by providing various basic levels of academic instruction leading to high school equivalency, up to post-secondary education. This in tandem with CTE instruction can really make a positive change for providing work-ready employees that have at least entry-level knowledge with the ability to read and understand manuals and operational text.

Reentry into the workforce is also now a real concern as much of the workforce labor is seasonal and the knowledge and skills they bring can be very limited, however the ag community still requires them to be able to read basic English and operate various types of technology now common with irrigation systems, tractors, harvesters, sprayers, and fertilizer spreaders. Again, we will continue to focus on the needs of the employers in this

region. We remind ourselves it is our responsibility to address the communities with unemployment rates as high as 40% within our region. This is why we will continue to incorporate contextualized workplace English into many of the CTE courses to assist with comprehension and understanding of subject content to dramatically assist people to not only obtain, but to continue expanding their learning so they keep their jobs long term.

Technology continues to change at an accelerated pace; this is true for agriculture as well as for manufacturing and food processing, all of which are found in this region. This is why we include at least some computer basics in many courses. It is only by introducing in a contextualized format that people will push their learning abilities as it directly relates to their potential or existing careers. MicroSoft software basics and utilizing the internet in work related applications is being introduced with plans on expanding this effort significantly. This is a concern with so many just learning Basic skills, however a real necessity.

Our hope is students will have improved employment opportunities by taking courses that incorporate technology which can lead to expanded number of jobs they qualify for. The best case scenario will also include multiple entry and exits throughout their education and training pathways eventually leading to entrance into for-credit post-secondary courses and advanced CTE pathways. CTE goals are to expand the number of recognized certifications that align with regional employers to assure what is being taught holds additional value and also relates to what employers in this region require. Employers and county partners will assure this process aligns with both current and future skills requirements.

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.

Parenting classes, basic skills, ESL, and citizenship courses will all assist parents and potential tutors toward helping school children succeed. Additionally, these also lead toward high school equivalency and college level education and/or to career technical education.

5. Programs for adult with disabilities.

Our group has addressed adults with disabilities thru several avenues. This population group has limited representation at meetings, however programs have been implemented. The Lemoore College Adult Ed has delivered an early summer course for disabled targeting transitioning from high school to college and adults preparing to attend college and how to obtain employment. Plans are in place to duplicate this successful program again this year.



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

The Forklift certifications courses have been very successful. A short-term 16 hour course offers a 3 year certification for counter-balanced forklifts that are highly popular in this valley for agriculture, manufacturing, and food processing, thus really helping in obtaining employment. OSHA safety certifications is an additional course that aligns well in this region and will be implemented soon. To date, truck driver Class A license courses and residential electrical have been very successful. A certified nursing assistant program is also just starting. Additional certifications currently being reviewed include Maintenance Mechanic, solar farm installers, janitorial, security guard, and mobile HVAC. All have been offered in the past with good results for both completion and for employment.

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

Internships opportunities in our region are very limited. The rural communities do not have the large scale businesses and unions to fully support. We are however investigating partnering with larger regions and programs to allow expansion of potential programs and opportunities. Larger urban areas have multiple apprenticeships and many potential students will consider moving thus opening up a new avenue for potential careers. Associated Builders and Contractors has been in multiple conversations with West Hills College with the hopes of expanding potential in this region.

**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).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

The amount of Adult Education opportunities here as well as throughout the state had dwindled tremendously over the last decade. It is only over the past couple of years that a new energy and direction toward elevating those adults with minimal education is making a difference thru the AEBG. Our members and partners recognize the need for adult education programs and the positive change they can make on the level of success of most industries in the region. Education providers, as a whole, are trying to provide the highest caliber of education possible on very

limited budgets.

This consortium is part of two county-wide AJCC programs which includes both Fresno and Kings Counties. These partnerships have come at a good time as consortiums have been reaching out to other agencies and this collection of partners aligns very well in their goals of supporting under-served adults and utilizing every resource available to avoid duplication and expense. All agencies in this region understand and deal with the high poverty, low education, low skills, and high needs on a daily basis.

The Fresno region has one of the highest percentage of residents living below the poverty line. The Valley's poverty rate is high even though its agricultural productivity is soaring. California is home to a \$35 billion agricultural industry and Fresno County produces more than \$5.6 billion in agricultural products. One-fourth of people in the county, compared to the state's one-sixth average, lived under the poverty line in 2011.

**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>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

All consortium members are offering adult ed courses. Most are offering Basic Skills, ESL, and high school equivalency or diploma courses. The interest in high school equivalency/diploma continues to increase. All members will be expanding the number of courses as demand is steadily increasing as more people find out about the additional programs. All members have experienced request for additional classes, especially CTE. Students believe CTE will lead them directly to jobs and improved wages. Members must continuously remind participants they need to learn more than just the hands-on skills as reading and comprehension is also required to be successful. With this in mind, many of the instructors apply contextualized academics to better pique and keep the interest of students.

The CTE sections are also expanding as we have offered Truck Driver Class A training, Residential Electrical, and Forklift Certifications; Certified Nursing Assistant (CNA) courses are just starting and Mobile HVAC and Welding will be starting soon.



**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)

Having a combined marketing program with substantial amounts of partner agencies through the AJCC partnerships will allow us to highly publicize all course listings, start times, locations and especially assist with placement of completers. Having partnered with multiple agencies and employers providing positive results will lock in placement opportunities for participants. Lastly we will continue expanding the level of work with these partnerships to avoid duplication of services while gaining as much student support as possible. The combined systems ensures high probability of student percentage success rates.

Workforce Connection is an example of partners who by design assist people to locate and meet the qualifications to apply. Workforce is integrated with our consortium and is already assisting the student population with support services and placements; they will continue providing supportive services for students and have resources they will be sharing such as computers and job prep trainings. Proteus is another agency who will be providing like services, Department of Social Services and Economic Development Corporation are also participating in combined partnerships and discussions with employers to ensure support and placements. All these agencies provide placement services for those enrolled in the programs. Additionally, they are willing to share in any additional employment opportunities. Again, collaboration is the key to success.

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

Apprenticeships are difficult in the rural region we serve as they are very limited. This is an area we are currently expanding our reach to enter into the influence of larger cities that have multiple apprenticeship programs and opportunities.

**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)

Our consortium has incorporated a “parent tutor training program”. This program is approximately in its fourth month of instruction and has been a tremendous assistance to families helping their children. Additionally, the program is advancing with its tutoring by being mentors to other students. This method provides true mentoring from people in their own community thereby significantly increasing learning rate and success. Additionally this additional training is at no cost to the program. Plans to expand this format of tutoring services to additional programs is in place at various locations. This will also be incorporated into CTE courses. The intent is to use bi-lingual participants as much as possible for the adult ed and CTE courses.

**2.3d** Collection and availability of data. (REQUIRED)

#### Employment Projections by County

Although unemployment rates are high, many employment opportunities are available now and will increase in the near future. Figure 1 presents industry employment projects for Fresno County. High-volume, high growth jobs in this county include these industries:

- Educational services (25.1 percent projected growth),
- Health care and social assistance (23.7 percent projected growth); and
- Trade transportation and utilities (19.1 percent projected growth).

**Figure 1: Fresno County Industry Employment Projections, 2010-2020**

INDUSTRY	AVE. ANNUAL EMPLOYMENT		EMPLOYMENT CHANGE		EMPLOYMENT JUNE 2014
	2010	2020	2010	2020	
<b>Total, All Industries</b>	<b>364,200</b>	<b>423,100</b>	<b>58,900</b>	<b>16.2%</b>	<b>377,000</b>
Total Farm	46,000	49,400	3,400	7.4%	58,500
Total Nonfarm	279,500	331,100	51,600	18.5%	318,500
<i>Goods Producing</i>					<b>37,800</b>
Manufacturing	24,100	26,200	2,100	8.70%	22,900
Construction	12,000	18,700	6,700	55.80%	14,500
Mining and Logging	200	200	0	0.00%	400
<i>Service Providing</i>					<b>280,700</b>
Government	67,100	72,400	5,300	7.90%	67,400
Trade, Transportation & Utilities*	55,100	65,600	10,500	19.10%	63,300
Educational Services*	40,700	50,900	10,200	25.10%	58,900
Health Care and Social Assistance*	35,900	44,400	8,500	23.70%	54,200



INDUSTRY	AVE. ANNUAL EMPLOYMENT		EMPLOYMENT CHANGE		EMPLOYMENT JUNE 2014
	2010	2020	2010	2020	
Retail Trade	32,800	38,800	6,000	18.30%	36,200
Leisure & Hospitality	26,800	33,300	6,500	24.30%	30,100
Professional & Business Services	26,700	33,700	7,000	26.20%	33,000
Accommodation & Food Services	23,800	29,900	6,100	25.60%	26,100
Food Services & Drinking Places	21,500	27,000	5,500	25.60%	24,600
Ambulatory Health Care Services	14,400	18,300	3,900	27.10%	16,500
Financial Activities	13,400	14,800	1,400	10.40%	12,900
Wholesale Trade	11,500	14,100	2,600	22.60%	14,700
Transportation, Warehousing & Utilities	10,800	12,700	1,900	17.60%	12,900
Hospitals	10,300	11,800	1,500	14.60%	11,500
Other Services	10,000	11,500	1,500	15.00%	11,200
Transportation & Warehousing	8,900	10,500	1,600	18.00%	10,900
General Merchandise Stores	7,100	8,700	1,600	22.50%	7,700
Food & Beverage Stores	6,400	7,400	1,000	15.60%	7,500
Information	3,400	3,800	400	11.80%	3,900
Nursing & Residential Care Facilities	—	—	—	—	7,300
Social Assistance	—	—	—	—	18,900

Source: California Employment Development Department<sup>1</sup>

\*Higher employment numbers and above-average projected growth

Often the San Joaquin Valley, non-academic factors drive non-completion of students; external commitments of students have a big impact on attendance. A West Hills College survey (Educational Master Plan, 2013-2018) indicated slightly more than seven of 10 students indicated they needed to spend more time working, 53% could not afford the \$46/unit tuition and 54% said they needed a break from school. Getting to class is a challenge and students often struggle to create feasible schedules. Students cite lengthy commute times, work schedules change, and that family takes priority.

Common barriers to retention for Hispanic young adults, a population expected to double to 158,000 by 2060 in Kings County (Department of Finance, 2014), include high need for remediation (63.16%), limited financial resources (majority of Hispanic households earn less than \$25,000 annually), and hindered parental involvement (nearly 50% of Hispanic freshmen report too little parental involvement in choosing courses), compared to 24% of all community college freshmen statewide. Based on first-time students entering in fall 2012, 2013, and 2014, **63.16%** of 5,060 Latino/Hispanic students (nearly 60% of student population) required remediation in English and/or math.

**Table 1: Assessment Status upon entering West Hills**

	No Assessment	Incomplete Assessment	Below College Level (one or both subjects)	College Level
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<sup>1</sup> Data accessed through "LMI for Fresno County, California." California Employment Development Department.

<http://www.labormarketinfo.edd.ca.gov/county/fresno.html> ; "Projections of Employment by Industry and Occupation," Op. cit.

African-American	56.71%	3.29%	37.22%	2.78%
American Indian/ Alaskan Native	48.39%	3.23%	45.16%	3.23%
Asian	62.84%	7.10%	26.23%	3.83%
Filipino	36.84%	2.63%	45.39%	15.13%
Hispanic	27.04%	2.18%	63.16%	7.62%
Pacific Islander	25.00%	5.00%	70.00%	0.00%
Two or More Races	47.98%	2.31%	37.57%	12.14%
Unknown/Declined to State	31.48%	0.93%	59.26%	8.33%
White Non-Hispanic	44.95%	2.95%	40.36%	11.74%
<b>Overall</b>	<b>35.58%</b>	<b>2.61%</b>	<b>53.40%</b>	<b>8.41%</b>

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

Our consortium is currently initializing course deliveries and will be using each entities approved hiring standards and policies. The 3 year goal, however includes building common wage rates and standards to allow additional sharing of part time instructors. This format will assist with consistency of content instruction at all sites. This will also help by making it easier to provide professional development for existing teaching staff.

**2.3f** Alignment of academic content and curricula (OPTIONAL)

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



Section 3: Three Year Plan Summary (Update)

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