AEBG
PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

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

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-068

1.2 Consortium Name:

West Kern

1.3 Primary Contact Name:

Joe'll Chaidez

1.4 Primary Contact Email:

jchaidez@taftcollege.edu

If applicable:

1.5 Fiscal Agent Name:

WKCCD

1.6 Fiscal Agent Email:

bmcmurray@taftcollege.edu

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Maricopa Unified School District	Scott Meier	(661) 796-8231 ext 202	smeier@maricopaschools.org	5/14/14
Taft Union High School District	Blanca Cavazos	(661) 763-2330	bcavazos@taft.k12.ca.us	5/14/14
WKCCD	Dena Maloney	(661) 763-7710	dmaloney@taftcollege.edu	5/14/14

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.

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?

> Taft College is serving as the fiscal agent. Within the College ERP system (Banner)
> - a new (F)und 12 (categorical) number used for AEBG budget/expenditures
> - a new (O)rg number created for the AEBG cost center
> - the existing (A)cct codes used
> - new (P)rog codes for the literacy, ESL, ABE, citizenship and general AEBG programs
>
> Budget/expenditure activities are uniquely identified by a FOAP code for tracking and reporting purposes.
>
> The Certifying Officer will be the Superintendent/President of Taft College as CEO of the fiscal agent.

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 of 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.

The plan is to provide free community service classes in literacy, ESL, high school equivalency, and citizenship in a system of distributed centers located in existing facilities in collaboration with community partners. These classes function as the beginning of a path or "funnel" that feeds college-level noncredit and credit offerings. This work is overseen by a director and faculty member and instruction/organizing/outreach accomplished through 6 part-time learning support classified positions.

By the end of 2015-16, the following will have been accomplished toward this goal:
- three centers will have been created/identified within the population centers of Maricopa and Taft
- program director hired
- 12-month non-tenure track faculty hired
- six part-time learning support positions hired
- learning outcomes for not-for-credit classes established
- program branding/materials created
- instructor training program established (incl. communication, affective domain, ...)
- initial teaching schedule developed and starting to be implemented
- 25 in each priority area for the first year (due to mid-year start-up)
- case-management data/reporting software purchased, configured, and staff trained on its use

Section 3: Consortium Services and Funding Allocations

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

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

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

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

REVISED **3.2 Consortium AEBG Allocations by Member (Estimated).**

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

3.2 Consortium Allocations by Member (Estimated)

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

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: <u>Integrate existing programs and create seamless transitions into postsecondary education or the workforce.</u> 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

        o Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
        o Communication paths among Consortium participants and higher education institutions
        o Defined and articulated pathways to postsecondary education or the workforce
        o Embedded access to student services including counseling, guidance, and follow-up

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The strategy being pursued by the consortium is direct community outreach and training via centers that offer not-for-credit classes that by design will feed into existing academic pathways and/or employment. Alignment is overseen on the consortium side by the Director and non-tenure-track faculty, and for Taft College by a faculty Pre-Collegiate role working with faculty within the college. Curricular alignment is implemented through design and sequencing of learning outcomes for the different modes (consortium not-for-credit versus college noncredit/credit). Workforce alignment is implemented through the participation of community businesses both in curricular alignment and case management strategies.

Activities include holding joint industry/educational partner meetings to establish and validate the learning outcomes and learning outcome assessment. Placement tools include case management software, use of College Central Network, and the full suite of assessment tools and rubrics used by the college to place students. Pathways will be branded with visual representations that make visible the alignments.

The not-for-credit consortium offerings will be aligned in a "ladder" that both parallels and provides entry pathways into college noncredit and credit offerings; curricular alignment and academic pathways will be branded and visually described; and workforce alignment will be supported through case management strategies on an individual basis.

This work will be developed by joint industry/educational partnership meetings.
Support services for the consortium not-for-credit offerings are to be provided for by consortium staffing (primarily the faculty member and learning assistants staffing the centers) on a geographically distributed basis. Support services for noncredit and credit offerings in the identified pathways will be provided by the college.

Education plans will be a part of the profile captured in the case management software that is suitable for creating summary reports as well as representing individual plans and objectives.
Pathways will be represented as summary "work flows" within the case management software that can be updated, used to trigger interventions based on progress or quality expectations, and reported on, including major outcomes (employment, CTE, or transfer studies).

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?

> Initial placement and assessment tools will include general assessments with vendors such as TABE and WorkKeys, as well as interest inventories, regardless of the priority area being addressed.
>
> Following consortium not-for-credit consortium work, placements into college credit classes will be based on existing college systems, tools, and vendors to help ensure alignment.

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?

> Multiple data systems will support this work:
> 1. The case management software will hold (not-for-credit) enrollment, demographic and performance data as well as educational plan goals, represented in workflows that will have timelines, triggers and activities associated with steps along the way
> 2. The college's ERP (Banner) system will record majors and (credit) ed plan completion data for those students who have made that transition
> 3. The college's DegreeWorks system will record (credit) educational goals
> 4. The college's Cognos system provides an integrated context (data warehouse) for reporting against the collected systems. Data from case management, Banner and DegreeWorks will be imported into Cognos using automated tools (SSIS and SQL Server).
>
> These data systems will enable the consortium to meet targeted program outcomes by making it feasible to track and report on thousands of individuals.

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 Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Learning outcome design	Year one	All	Curricular/pathway framework for workflows and curricular "ladders"	Summary reporting across all workflows; achievement of academic and workforce outcomes
Joint professional development	Continuous	All	Affective framework for non-cognitive assessment, interventions and support	Persistence rates
Planning meetings	Annual	All	Planning, norming conversations	Member/partner surveys
Workflow assessment	Continuous	All	Industry and educational feedback	Assessment built into workflows

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
Community outreach/organizing	Continuous	Director + faculty + learning assistants	Conversations that unify the district businesses and organizations	Case management logging capabilities
Recruitment	Continuous	Director + faculty + learning assistants	Participation in not-for-credit course offerings	Attendance records
Articulating	Continuous	Director + faculty + learning assistants	Flow of students "across the ladder" from not-for-credit to noncredit/credit	Noncredit/credit registrations
Work placement	Continuous	Director + faculty + learning assistants	Internship and/or job placement	Case management logging capabilities

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
Accelerated instruction	Continuous	Faculty + learning assistants	Offering intensive interactive lab activities	Assessments of learning outcomes; reported on using case management logging capabilities
Competency-based instruction	Continuous	Faculty + learning assistants	Defining instruction in terms of fine grain competency based learning outcomes	Assessments of learning outcomes; reported on using case management logging capabilities
Contextualized instruction	Continuous	Faculty + learning assistants + business / industry partners	Creating internships and parallel job-support courses	Assessments of learning outcomes; reported on using case management logging capabilities; employer satisfaction feedback built into case management workflows
Trauma-informed services and instruction	Continuous	All	Conducting all activities with a trauma-informed approach to address affective barriers to success	Case management logging and built-in assessments in workflows

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
Learning Outcomes training	Semi-annual definition of training; continuous/ongoing conducting of trainings both scheduled and ad hoc	All	A high degree of shared understanding and alignment of expected learning outcomes definitions and sequencing	Semi-annual outcomes review;
Reporting training	Semi-annual definition of training; continuous/ongoing conducting of trainings both scheduled and ad hoc	All	Fluency with the data model among consortium members and partners	Semi-annual outcomes review
Trauma-informed approaches	Semi-annual definition of training; continuous/ongoing conducting of trainings both scheduled and ad hoc	All	Fluency with affective aspects of the work	Semi-annual outcomes review
Pre-collegiate pedagogy	Semi-annual definition of training; continuous/ongoing conducting of trainings both scheduled and ad hoc	All	Fluency with the academic aspects of the work	Semi-annual outcomes review

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

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

Examples of activities include:

   o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
   o Expanding utilization of existing regional resources for Adult Education students
   o 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
Centers	Educational	Facilities	Schools	Year 1	Local	Geographic coverage
Outreach	Community	Participation, inclusion	All – college, schools, businesses, churches, philanthropic	Continuous	Region-wide	Culture shift, focus on literacy, visibility
Academic Design	Business	Needs visibility and definition	All	Continuous	Region-wide	Quality of outcomes, successful articulations
Workforce Design	Business	Needs visibility and definition	All	Continuous	Region-wide	Quality of outcomes, successful work placements and skill improvements

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 <u>Member Allocations Workbook</u> 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*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										$0
5.1b - Obj. 4: Gaps in Services										$0
5.1c - Obj. 5: Accelerated Learning										$0
5.1d - Obj. 6: Professional Development										$0
5.1e - Obj. 7: Leveraging structures										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Section 6: Levels of Service and Assessment of Effectiveness

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

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

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

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

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

Table 6.2: Performance Outcomes by Member – Projected Targets

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

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.

Outcomes for 2015-16 are based on the three-year outcome targets, pro-rated for the amount of time remaining after program inception.

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)

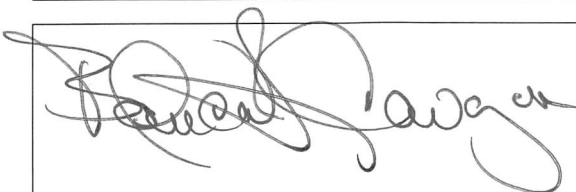Periodic evaluation and reassessment of community employment and educational attainment levels.

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)

An extensive data/reporting framework is being developed to set process metrics (workflows) and consortium outcomes. These are detailed previously, but include use of case management software to establish workflows that have built-in assessment steps, logging, data collection and reporting. Multiple other software tools are involved, including chancellor data websites, DegreeWorks, Banner, etc. Data integration for unified reporting will be accomplished within the college's operational data store (ODS) and data warehouse reporting (Cognos).

Section 7: Consortium Member Signature Block

Name: Dr. Dena Maloney

Consortium Member: Taft College

Email: dmaloney@taftcollege.edu

Date: 11/12/15

Signature Box:

Name: Dr. Blanca Cavazos

Consortium Member: Taft Union High School

Email: bcavazos@taft.k12.ca.us

Date: 11/12/15

Signature Box:

Name: Dr. Scott Meier

Consortium Member: Maricopa Unified

Email: smeier@maricopaschools.org

Date: 11/12/15

Signature Box:

Name:

Consortium Member:

Email:

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