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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-054

1.2 Consortium Name:

Santa Barbara AEBG Consortium

1.3 Primary Contact Name:

Melissa V. Moreno

1.4 Primary Contact Email:

melissa.moreno@sbcc.edu

If applicable:

1.5 Fiscal Agent Name:

Santa Barbara City College

1.6 Fiscal Agent Email:

spaventa@sbcc.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
Santa Barbara Community College District	Melissa V. Moreno	(805) 683-8284	melissa.moreno@sbcc.edu	09/25/2015
Carpinteria Unified School District	Micheline G. Miglis	(805) 684-4511	mmiglis@cusd.net	08/25/2015
Santa Barbara County Education Office	Anthony W. Bauer	(805) 964-4710	bauer@sbceo.org	09/03/2015
Santa Barbara County	Raymond L. McDonald	(805) 681-4453	r.mcdonald@sbcsocialserv.org	09/22/2015

Workforce Development Board				

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.

> The Santa Barbara AEBG Governance plan was submitted on 09/25/2015 and approved on 09/30/2015.

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.

> Please see attachment 1.9.

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?

The Santa Barbara AEBG Consortium Fiscal Agent is Santa Barbara City College (SBCC) represented by the office of the Executive Vice President of Educational Programs (currently filled by Marilynn Spaventa as Interim). In the ordinary course of business at SBCC, the AEBG funds are placed into a "grant program account" specifically for AEBG expenditures, and categorized into budget codes in accordance with the budget set and officially approved by the Consortium and the State. Prior to submission to the accounting department for processing any payouts, all expenditures, invoices and distribution of funds are approved and signed by the Consortium Chair to ensure that (1) it is an appropriate expenditure; and (2) it is aligned with the approved budget. The budget and expenditures are certified by our certifying officer, our accounting technician in the Accounting Department who is responsible for grant reporting (currently filled by Tonya Yescas), and who reports to the Assistant Controller. Generally, managing the fund and reporting to the State is a joint effort and responsibility as between the AEBG Coordinator, the Consortium Chair and the Certifying Officer.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the this purpose described in AB86: "… **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage."**

Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium's vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

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

The Santa Barbara AEBG Consortium Executive Summary 2015-16

I. Vision

In its three-year plan update, the Consortium adopted a vision of meeting the needs of adult education programming in our region by using data-driven decision-making and an inclusive, collaborative and coordinated approach. The Consortium unanimously agreed that any decisions for new design of programming must be informed by data and stakeholder input, and in the greater context of existing programming in our area. The Consortium unanimously agreed upon the importance of obtaining data from formal studies and inclusive input from our community partners, and incorporating such into its planning and design of programs.

II. Mission

In its three-year plan update, the Consortium adopted the mission to provide excellence in adult educational programming in order to accelerate transitions to transfer or career success. In its first year, it will be critical to review best practices in our region in accelerated programs that lead to transfer, and to design new programs that address acceleration for adults, internship and placement, as never before. In addition, the Consortium unanimously agreed that excellence in programming is at the forefront of any great program, and thus to be attentive to minimum qualifications of instructors, and quality of facilities. By the end of this fiscal year, it is the Consortium's goal to have designed both an accelerated transfer to credit program, and an internship/placement program that reaches all of its Adult programs, and to have a strategic plan for its implementation in the following two years.

III. Goals & Objectives

In its three-year plan update the Consortium set overarching goals including programming in a variety of areas; developing student support services specifically focused on the needs of adult learners; supporting innovative professional development for staff and faculty; and setting meaningful outcomes. By the end of the first year, it is the Consortium's goals (1) to improve existing offerings, by redesigning programs to ensure clear pathways to either internship and jobs, or to credit transfer; and (2) to have designed a comprehensive and inclusive Regional Adult Education strategy that expands its offerings (in such areas, for example, as Adults with Disabilities and Older Adults); and (3) to set achievable, yet ambitious, outcomes.

IV. End-of-Year Result

To summarize, the Consortium hopes to have in place, by the end of the 2015-16 fiscal year, increased enrollments and completion rates in existing programs, a comprehensive, inclusive and data-driven plan for new programming intended to round out existing offerings with a strategic plan for implementation over the following two years. At the end of three years, it is the Consortium's goal to showcase an integrated and robust noncredit *regional* Adult Education Program in the Santa Barbara area to include: Noncredit ESL, Literacy and Citizenship, Adult High School & GED, Adults with Disabilities, Older Adults and Workforce Reentry, Short Term Vocational and the Career Skills Institute with accelerated career advancement measures.

Section 3: Consortium Services and Funding Allocations

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

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

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

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

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

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

3.2 Consortium Allocations by Member (Estimated)

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

Section 4: Overview of 2015-16 Action Plans

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

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
  - Placement
  - Curriculum
  - Assessments
  - Progress indicators
  - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
  - Communication paths among Consortium participants and higher education

institutions
- ○ Defined and articulated pathways to postsecondary education or the workforce
- ○ Embedded access to student services including counseling, guidance, and follow-up

4.1a Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

Santa Barbara AEBG Regional Assessment & Tracking Plan

Current Practice

Noncredit ESL and Adult High School/GED students are assessed using the CASAS 80 Appraisal (for placement into an appropriate Noncredit ESL level 1-4) and the TABE exam to assess entry level in Math and English. These results are compiled by the Noncredit Student Services office and uploaded to the Statewide MIS system. This past year, Santa Barbara City College upgraded its credit enrollment system, Banner, to include noncredit courses, and this system will allow us to begin tracking noncredit students who matriculate to credit and transfer programs.

Assessment and Tracking Needs

There currently is no tracking system in place to follow students from one program to another within the region, and there currently is no formal plan to capture data and to track students matriculating from noncredit to credit and transfer programs, and to the workplace. The Consortium is hiring an AEBG Coordinator whose function it will be to develop a data collection system and assessment/tracking plan for the region. In the interim, existing data on assessment will be compiled into a spreadsheet for centralized reporting purposes.

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?

It is the plan of the Consortium to develop a coordinated Assessment and Tracking program to ensure centralized access by the Consortium to all noncredit data and progress in the region. Currently there are several student-tracking systems at Santa Barbara City College (SBCC), but no coordinated regional program for collection and assessment of data. For example, SBCC uses Banner, Argos and Tableau to collect and compile data based on student enrollments and completion. Because of the new Banner implementation for noncredit courses, for the first ime beginning Fall, 2015, the Consortium Chair has access to current noncredit program enrollments. The AEBG Coordinator will be responsible for creating a centralized program for tracking and collecting data region-wide to enable the Consortium to track its targeted outcomes and see progress indicators.

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
Redesign Noncredit ESL to point to jobs, internships and a single credit course or credit program	12/31/16	SBCCD and SBCC Noncredit ESL Task Force	Placement of 3-5 students in jobs, increased enrollments by 10-15%, Transfer of students to credit course	AEBG Coordinator works with SBCC Noncredit ESL Task Force to capture and report data
Redesign Short Term Vocational (STV) programs to create clear pathways to a job or credit program	12/31/16	SBCCD and SBCC STV Task Force	Placement of 4-6 students in jobs, Transfer of 10 students to credit program	AEBG Coordinator works with SBCC STV Task Force to capture and report data

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
Conduct a formal study to determine gaps in the Adults	12/31/16	SBCWDB, SBCCD, CUSD and AWD Task Force	Show a need and feasibility for programs serving	Data results, Community Partner input and buy-in

			AWD age 22 and over.	
Conduct a formal study to determine gaps in serving Adults in training to support children success in K-12	12/31/16	SBCWDB	Show a need and feasibility to integrate older adults in Early Child Education programs	Data results, Community Partner input and buy-in

4.3 - Objective 5: 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. 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

Continue curriculum development and create accelerated job advancement program for SBCC Career Skills Institute	12/31/16	SBCCD, SBCEO, and SBCC Career Skills Institute Task Force	Promotion or placement of 5-10 students in jobs or internships	

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
Create professional development standards for AEBG instructors	12/31/16	All	25% of all faculty teaching in AEBG programs will participate in professional development opportunities in the first year	AEBG Coordinator to track professional development activities of faculty

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

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

Partners might include but are not limited to:
- WIBs
- Chamber of Commerce

○ County Libraries

○ County Office of Education

○ Industry Employer Groups

○ Literacy Coalitions

○ Economic Development Regions

○ County Social Services - CalWorks

○ Employment Development Department (EDD)

Examples of activities include:

○ Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need

○ Expanding utilization of existing regional resources for Adult Education students

○ Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

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

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
AEBG Coordinator to conduct outreach activities to reach new industry partners	Chambers of Commerce, Businesses	For the purpose of building placement and internship pathways	SBCCD, SBCWDB	12/31/16	5-10 Business Partners	AEBG Coordinator to track outreach activities and results
AEBG Coordinator to conduct outreach activities to reach new community partners	To be determined	For the purpose of expanding reach/impact of the AEBG Consortium programs	SBCCD, SBCWDB	12/31/16	5-10 new community partners	AEBG Coordinator to track outreach activities and results

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not

listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the **Member Allocations Workbook** for **Table 5.1,** Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

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

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

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

Section 6: Levels of Service and Assessment of Effectiveness

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

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

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

Table 6.2: Performance Outcomes by Member – Projected Targets

EXAMPLE

	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.			

	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.

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.

This section intentionally left blank.

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)

1. Require the task force responsible in each of the program areas to submit a narrative and budget for Consortium's approval prior to program redesign or implementation and deployment of funding.
2. Require the task force responsible in each of the program areas to submit quarterly progress reports for the Consortium for approval.
3. Evaluate and analyze the task force quarterly reports to assess progress and provide commendations or recommendations, if any, to the stakeholders based on quarterly progress.
4. Require final annual reports from the various task forces to assist the Consortium in its deliberations for re-allocation of follow on funding.

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)

1. The Consortium conducts a biannual self-evaluation by analyzing progress in the context of predicted outcomes, and takes mid-year course corrections as necessary.
2. At the end of the reporting year, the Consortium takes action to redirect new follow on funding into areas showing the most promise and need and based on performance of the prior year.

Section 7: Consortium Member Signature Block

Name:

Melissa V. Moreno

Consortia Member:

Santa Barbara Community College District

Email:

melissa.moreno@sbcc.edu

Date:

11/4/2015

Signature Box:

Name:

Anthony W. Bauer

Consortia Member:

Santa Barbara County Education Office

Email:

bauer@sbceo.org

Date:

11/4/2015

Signature Box: