



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

Updated 10-7-2015

## Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

**Table 1.7 – Consortium Membership (add rows as needed)**

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
<b>AV College</b>	C. Forté-Parnell	(661) 722-6382	<a href="mailto:cforteparnell@avc.edu">cforteparnell@avc.edu</a>	
<b>AV College</b>	Tom O’Neil	(661) 722-6481	loneil@avc.edu	
<b>AV College</b>	Ann Steinberg	(661) 722-6613	asteinberg@avc.edu	
<b>SKUSD</b>	Harold Roney	(661) 256-5020	hroney@skusd.k12.ca.us	
<b>SKUSD</b>	Debi Keys	(661) 256-5020	dkeys@skusd.k12.ca.us	
<b>AVUHSD</b>	Steve Radford	(661) 942-3042	sradford@avhsd.org	
<b>AVUHSD</b>	Sally Dibbini	(661) 942-3042	sdibbini@avhsd.org	
<b>AVUHSD</b>	Diane Walker	(661) 575-1025	dwalker@avhsd.org	

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

All consortium members will receive notice of monthly or periodic meetings, which will be open to the public, accessible by remote technology, and with notices, agendas and minutes posted openly and on the Internet. Meetings will be recorded and recordings or transcripts will be posted on the website. At minimum, a quorum of voting members will be required to take action on any official matters of the consortium.

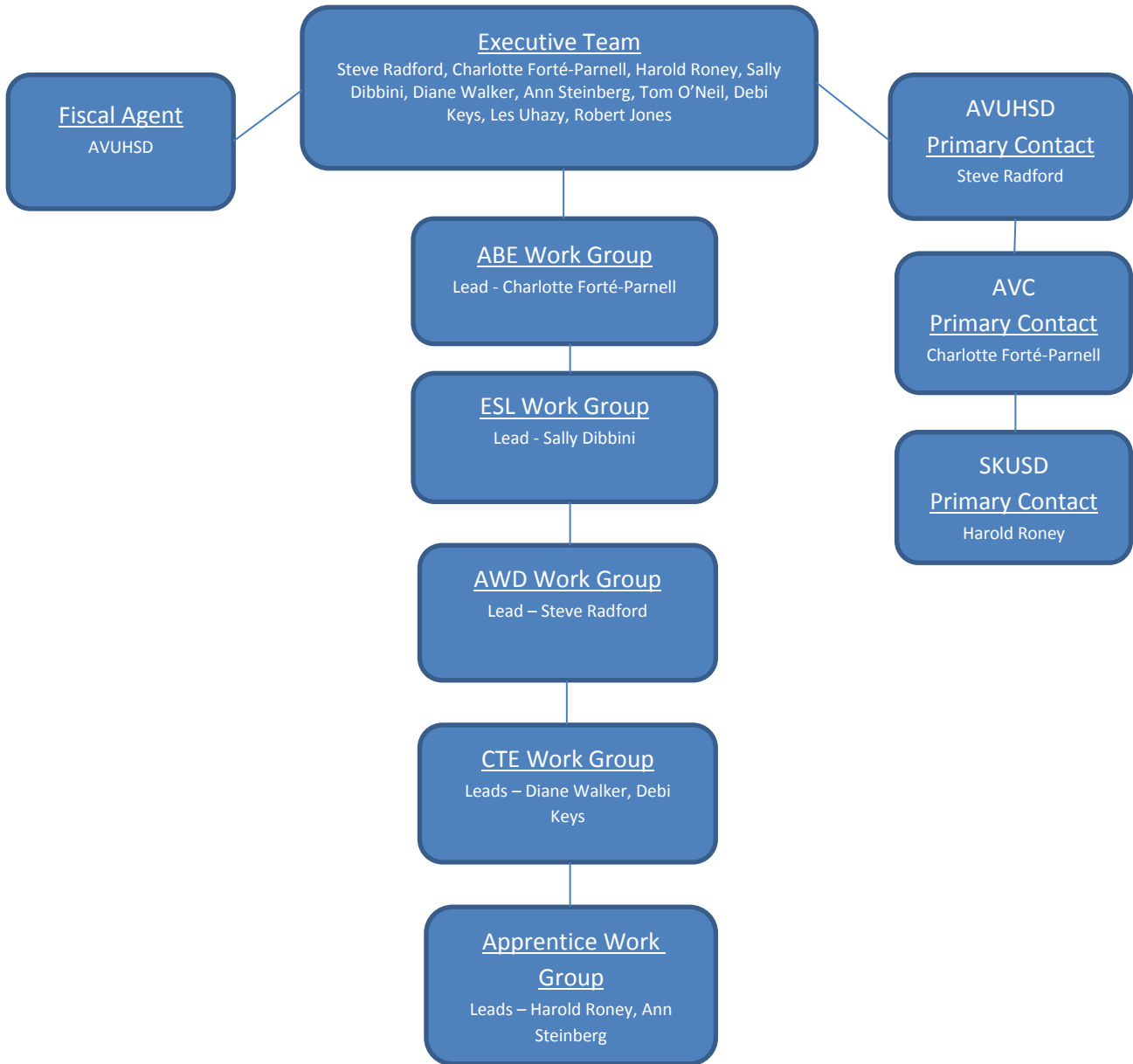
Relative voting power of each member will be one member, one vote (e.g., AVC one, AVUHSD one, SKUSD one). If, in the future, membership expands, each new member would have one vote. Decisions will be approved by a majority of the voting members of the consortium.

Meeting schedules will be created and posted at the beginning of each school year. Meeting agendas and notices will be made public prior to meetings through the consortium's website. Meetings will be open to the public as well as accessible by remote technology. Additionally, meetings will be recorded and recordings will be posted on the website. Proposed decisions and public comments will be considered and discussed in open meetings and announced in meeting schedules that are publicly posted and listed on the website. Minutes will be posted to the website

The Consortium has designated the Antelope Valley Union High School District to be the fiscal agent for the AEBG. A distribution schedule will be created and approved by a majority vote of the member institutions. This schedule will be based upon distributions from the state. [Based upon submitted plan, including budget, priorities and addressing gaps.]

**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.

Antelope Valley Regional Adult Education Consortium  
Organizational Chart



**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?

We are using a single fiscal agent, AVUHSD, who will account for and certify our expenditures. Each member will provide quarterly reports to 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 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 Antelope Valley Regional Adult Education Consortium (AVRAEC) strives to serve the diverse needs of the adult learners in our community. Our overarching mission is to strengthen adult education in the Antelope Valley.

As a region we will strive to:

- Meet the educational and career training goals necessary for community members to provide a sustainable living for themselves and their families.
- Provide seamless, high-quality, affordable opportunities for adult education;
- Provide opportunities to attain digital literacy;
- Meet local and regional economic and workforce development needs;
- Increase efficiency/reduce duplication of effort through collaboration with other education partners in order to maximize and leverage available funding;
- Build capacity in instructional staff and administrators to meet the needs of the adult students being serviced;
- Provide equal access to services for all community members, so that all will have an equal opportunity to succeed in their career and life aspirations;
- Provide programs so that students may overcome illiteracy, gain English language skills,

receive a high school diploma or GED, and transition to the world of college and career in order to become productive citizens of society.

As we transition out of the planning phase and into the performance phase, the AVAERC feels it is important to develop guidelines for the allocation of AEBG funds. The following represent the collaboratively determined priorities of the consortium and community:

1. Maintaining current successful programs offered by members of the consortium is the number one priority. While the consortium recognizes a need for growth in many areas, it also recognizes a need to maintain programs that are thriving and servicing adults of the region now.
2. The consortium feels that supporting growth in the following areas will give the region the greatest gains:
  - Career Technical Education and Apprenticeships
  - English as a Second Language
  - Adult Basic Education
  - Adults with Disabilities
  - We will incorporate the two additional program areas through consultation with community partners

All areas of adult education have the need for greater support services. The consortium recognizes and supports the need for additional counseling and clerical support in all program areas. These positions are vital to the success of the AB86 mission.

In order to meet the goals outlined above AVAERC will make efforts to expand the CTE offerings in the region to better reflect the complexity of the local workforce market place. For example, the Consortium has determined that there is a great need to add a larger variety of CTE oriented programs at the adult education level. Currently, existing CTE programs for adult education are focused on health care, office applications and computers; this menu of CTE choices will be expanded to better reflect the full employment needs of the Antelope Valley community. Moreover, all adult education programs need to have workplace readiness skills programs and counseling services embedded in them.

As emerging workforce development needs are surfaced through industry partner input, new courses will be planned to add adult education programs which will be synched to those needs and to match up with related CTE programs at AVC. The consortium plans to be the network where its members and partners collaborate about new courses and new CTE pathways currently being developed at AVC, and where they brainstorm with industry partners to determine what new skills need to be developed among adult education students to profit from these newly defined career-technical educational pathways. In particular, the consortium will increase efficiency by combining existing industry advisory boards so that both adult education and community colleges benefit from the same employer/industry advisors.

The consortium members look forward to doing work to improve the status of apprenticeship – broadly defined – at both the adult education and community college level. For example, the

consortium plans to support Edwards AFB as it works to re-engage the Student Career Experience Program (SCEP) program. As AVUHSD and SKUSD add courses to reflect regional workforce needs, it will build into those courses concurrent apprenticeship or pre-apprenticeship opportunities. The consortium will work to be the focal point of the larger regional efforts to reduce opportunity costs by reducing the barriers caused by out-of-date permitting processes, excessive exposure to litigation, or insurance requirements which create barriers to unpaid work-based learning opportunities.

By the end of the 2015-16 school year, the consortium will address the expanding need for new and emerging CTE classes based on employers and advisory committee's input. The consortium will make satisfactory progress towards the start-up needs for implementation of these programs during the 2016-2017 school year. These start-up needs will include:

- Facilities acquisition and/or improvement;
- Equipment purchases;
- Classified and certificated staffing;
- Professional development;
- Curriculum development;
- Articulation agreements between AE, K-12 and CC;
- Other miscellaneous expenses.

In addition to CTE programs, we plan to expand our ABE and ESL offerings for the 2015-16 school year. This will be evidenced by a greater number of classes being offered and higher enrollment numbers across the region.

### 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
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

**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					
<b>Total</b>	\$50,000	\$300	1%	\$0	0%

EXAMPLE

**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?

Each district shares current assessment tools. One of our goals is to align the assessments in order to refer students appropriately to our various programs and to create pathways. We will explore the common assessment approach introduced to community colleges and compare/implement parallel measures with the K-12 districts. Another goal is to determine how CASAS assessments used by adult schools compare to the Compass assessments used by the community college in order to assist students with accurate placements.

**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?

The Consortium will continue the use of the existing database management systems to track student enrollment, demographics and performance. Banner, AERIES, AIM (School House), TOPSpro, and CalPass are currently used by our members to track student enrollment and demographics, current grades and high school equivalencies and/or graduation requirements. Data is collected using a student registration form. Through faculty classroom assessments, students' grades are entered into these systems to track performance. Additionally, TOPSpro and AERIES capture student progress as a result of ongoing assessments. Data is reported through CAL PADS for the K-12 Districts. AVCs



Institutional Research tracks students' enrollment, demographics and compiles annual reports (i.e. Fact Book). Each agency will target program outcomes by monitoring and evaluating assessments, performance, and completion rates.

**4.1c – Objective 3 continued:** List other 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
Articulation	On-going	AVC AVUHSD SKUSD	Seamless transitions; accelerated progress/pathways	Instructor verification, internships, apprenticeships, cooperative work experience
Concurrent enrollment	On-going	AVC AVUHSD SKUSD	Seamless transitions; accelerated progress/pathways	Instructor verification, internships, apprenticeships, cooperative work experience
Career Pathways Integration	On-going	AVC AVUHSD SKUSD	Seamless Transitions; Industry Certifications	Completion and placement data

**4.2 - Objective 4:** 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. 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
Identify additional resources (staff, space, facilities) to increase course offerings.	On-going	AVC AVUHSD SKUSD	Increase course offerings by up to 5%	Increased enrollment
Work with partners to develop regional sites in remote areas.	On-going	AVC AVUHSD SKUSD	Establish classes in remote areas	Increased enrollment and completions
Community outreach to develop industry advisory panels	On-going	AVC AVUHSD SKUSD	Incorporate workforce readiness skills in CTE classes	Increased externships and employment opportunities

**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
First Year Experience	Annual	AVC AVUHSD SKUSD	Student retention and engagement	Retention
Veterans Resources	On-going	AVC	Improved Ed Plans and awareness of support programs	Increased numbers of Veterans identified
Foster Youth	On-going	AVC AVUHSD SKUSD	Improved Ed Plans and awareness of support programs	Increased numbers of Foster Youth identified

**4.4 - Objective 6:** 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. 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
Faculty Professional Development Presentations	On-going	AVC AVUHSD SKUSD	Knowledge upgrade of key populations being served and objectives of AEBG	Survey
Community Forums	Annual	AVC AVUHSD SKUSD	Knowledge upgrade of key populations being served and objectives of AEBG	Survey
Integrate curriculum and align pathways	On-going	AVC AVUHSD SKUSD	Collaboration between faculty	Student Transition

**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
Workshops to include: Job readiness, Entrepreneurialism, Skills development, Educational	GAVEA, EDD, South Valley Work Source, LACOE, BOT	Knowledge Based	AVC AVUHSD SKUSD	On-going	Community, Student, Parents, Alumni	Survey

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
opportunities available, Internships, Co-operative Work Experience, Apprenticeships, etc.						
Work with local community center on immigration and naturalization services	Greater Valley Immigration Citizenship and Education Services	Resources and services	AVUHSD	On-going	Citizenship status increased	Increased community involvement

## 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
<b>Total</b>	\$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)**

	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				

In the fiscal year 2014-15 the Job Placement Center had 4964 students (duplicated) come into use the services, of which 1,062 were new registrants. The JPC also tracked the amount of on-campus jobs per semester. There were 333 in fall and 314 in spring for a total number of 547 students employed. The students are paid thru Federal Work-study, CalWORKs Work Study and various grants and programs that the college refers to as “district funded”.

All students who work on campus must attend an orientation. In the 14-15 year 35 orientations were offered and 469 students were in attendance.

Additionally, the Job Placement Center served 485 non-students and assisted with the placement of 110 off campus hires. The JPC posted 822 employment opportunities. The JPC also approved 690

**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.			

resumes of the 955 who registered in College Central Network, the JPC web-based management system.

The JPC also participated in 13 job fairs including the two hosted by AVC, held 5 workshops, and attended 11 staff training opportunities. As shown the opportunities are offered, the interest would be to market to increase opportunities.

**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.



For measures 6.2f, g, h: there are no systems in place for adult schools to gather information on students after they leave except for a sampling of student surveys which has less than 10% response rate.

**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)

Continue job fairs, create a Liaison to Pathways, continue the Stemposium that attracts over 400 annually and is a part of STEM. Outreach to organization for increasing apprenticeship opportunities, interns and work experience.

**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)

Apprenticeships: will continue seeking new opportunities, develop new internships, update programs to meet the needs of business and industry.

### Section 7: Consortium Member Signature Block

**Name:**

**Consortium Member:**

**Email:**

**Date:**

**Signature Box:**

**Name:**

**Consortium**

**Member:**

**Email:**

**Date:**

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**Date:**

**Signature Box:**

**Name:**

**Consortium  
Member:**

**Email:**

**Date:**

**Signature Box:**

**Name:**

**Consortium  
Member:**

**Email:**

**Date:**

**Signature Box:**