

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 16, 2018, 1:41 AM UTC Action Taskman

41 Pasadena Area Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Pasadena Area Consortium remains committed to providing lead programmatic, instructional opportunities that are designed to provide opportunities for adult learners to advance in current employment and/or to help them gain new skill sets to move into living waged employment. Across the past three years, the consortium has provided programs and services to our communities and we have recently undergone a period of assessment to refine and better determine the most strategically appropriate job sectors for continued and future activities. We maintain the vision of engaging with businesses and advisory groups to align our collective endeavors with key, workforce sectors in which forecasted job opportunities remain high for the future; most notably in the key sectors of Hospitality/Tourism, Pre-Apprenticeship Building and inspection, Health Care, and other key service-based industries sectors. Consortium members continue to work closely with business and industry advisory committees and other business partners to create more on-the-job internship opportunities for individuals. The path forward for adults to enter into and complete increased short-term workforce certificate program opportunities remains a lead outcome for the consortium members. Specific work with K-12 Outward Bound Adventures and other community based groups will be targeted towards future Workforce Skill Development for leading to in-demand, careers in environmental conservation. Further, to meet the challenge of marketing to get the information to the community, specific CTE program brochures identifying training and educational opportunities have been developed and disseminated. Program opportunities are scheduled at various school sites throughout Pasadena area.

Regional Planning Overview

During the previous three year "look back", the consortium focused high emphasis on older adults and adult learners with disabilities, modular-based Basic Workforce Preparation Certificate program curriculum, programs to support Immigrant, undocumented adult learners, ultimately moving individuals closer to obtaining citizenship, and an increased engagement and partnering with specific growth business sector areas. Envisioning consortium activities for the next three year period of service, while there will remain a focused effort to continually serve adults in each of the aforementioned areas, specific emphasis and strategies will be focused on improving alignment of programmatic activities with the needs of regional workforce development partners. In other words, the more specific program activities will be targeted towards developing and delivering needed, short-term workforce based instructional courses and programs. The most significant and discernible difference in the consortium's efforts will be recognizable in those activities that identify and meet business needs and which move individuals into the workforce more quickly than is currently the case.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Develop courses and programs that place completers adults in contact with employers and open and available jobs in key workforce Business Sectors. Development and implementation of "Soft Skill" training modules for traditional classroom delivery and employer incumbent "on-site" training.

How do you know? What resources did you use to identify these gaps?

Specifically developed from direct input and recommendation of business advisory committees to the consortium.

How will you measure effectiveness / progress towards meeting this need?

Establishment of targets completion and placement goals for individuals enrolling in workforce training modules across individual academic instructional periods.

Regional Need #2

Gaps in Service / Regional Needs

With the implementation of AB 705 initiative, the "Twilight Adult School" will add a Math and an English refresher class to support the adults with fluency in both areas. The class is open to all but students in ESL , High School Diploma and GED classes will be encouraged to attend. Stronger skills in both Math and English students will transition into community college credit class with a minimal amount of remediation.

How do you know? What resources did you use to identify these gaps?

Assessment of student achievement data from prior periods.

How will you measure effectiveness / progress towards meeting this need?

An anticipated increase in the number of students who successfully transition into college credit classes. The method of assessing the impact of the creation of the programs will be led by credit discipline faculty, i.e., English and math, to provide education and support for students. The coordination will oversee the tracking of students and to work with the ESL, high school diploma and GED students who are planning to transition to higher education.

Gaps In Service

New Strategies

Strategy #1

Most specifically, developing those courses and programs that place completer adults in contact with employers and open and available jobs in key workforce Business Sectors. This will again carry the view of providing short-term, workforce training and certificate programs opportunities for adult learners.

Seamless Transitions

New Strategies

Strategy #1

A review and "refresh" of existing course and program curriculum, design, and delivery will be undertaken to better ensure the alignment skillets taught are consistent with existing workforce and other transitional pathways post-secondary credit based programs outcome objectives. . Continued collaboration with business/workforce and educational partners will be an essential component of this strategy for the consortium members.

Student Acceleration

New Strategies

Strategy #1

Enhancement of the noncredit-to-credit "bridge" programs to support student moving from K-12 and community college classes and programs. Additionally the rewriting of the Adult High School Diploma (ASE) program curriculum towards a "year round" offering that will accelerate student motivation and completion. Additionally, to more fully implement an

integrated tutoring model in classes targeted towards increasing student competencies/learning outcomes and successful completion.

Professional Development

New Strategies

Strategy #1

Consortium members actively participated in Annual Summit sessions, AEBG/WIOA Accountability Training, and state-wide webinar sessions. Locally, consortium members will outreach to K-12 and higher education partners and partners through Workforce Investments Boards, Chambers, etc. to provide discussions sessions and workshops for consortium members and staff.

Leveraging Resources

New Strategies

Strategy #1

The consortium members are currently engaged with local WIBs, Chambers, our business sector advisory committee members, Economic and Workforce policy makers and support staff, and various business groups to determine the best and most efficient strategies to maximize resources across and between partners.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

Consortium members engaged in a day long retreat locally to review the progress of our efforts across the previous three-year planing cycle. The discussion details the identification of areas of success, and areas low/no impact. The outcome of these activities were 1) to better identify and isolate the key business sectors in which the consortium will focus its workforce directives and activities and 2) to best align the member's strategic planning efforts such that we avoid duplication of efforts and provide positive impact on program completion, student transition on targeted pathways, and 3) successful job identification and placement. As the outcome of the planning retreat and other ongoing consortium member engagements, the resulting direction, planned strategies and activities for the members across the next three-year planning period strongly suggest that the PAC Consortium will achieve higher student enrollments, increased student completions, greater student navigation to pathway concretion, and ultimately increased job attainment and workforce success for students and business partners.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Any and all carry-over funds have been identified by consortium member(s) and folded into the planning for increased capacity building, staffing, implementation, and completion across activities for 2018-2019. These and other supportive activities will all be consistent with AEBG goals and directives. Carry-over funding will be utilized to hire critical instructional and support staff into essential leadership positions towards realizing the outcome expectations sufficient and appropriate space for staff to provide work related consultative and job placement services and for additional classroom space for instruction and workforce training courses. Additionally, the Los Angeles area has identified five areas of highest potential for

employment in the country. Of those five areas, the Pasadena Area Consortium (PAC) will focus efforts in the areas of 1) Hospitality, 2) Building Construction and 3) Health services. Of these key sectors, it is anticipated that building and construction will be a very successful area of engagement. A lead Building and Construction company has indicated the willingness to hire adults who are interested in construction and to assist in program training, in collaboration with the lead instructional faculty for the program. Carry-over funding will assist in supporting this collaboration to the benefit of our students.

Certification

Pasadena Area CCD, Member Representative	
Robert Bell	
Approved	
2018-08-15	
Pasadena Unified School District, Member Representative	
Jack Loos Elma Pilayan	
Approved	
2018-08-16	
Temple City Unified School District, Member Representative	
Robert Westgate	
Approved	
2018-08-16	



