

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 16, 2021, 09:11 PM UTC Robert Westgate

# 41 Pasadena Area Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

In 2021-22, the members of the Pasadena Area Consortium (PAC) have a renewed sense of urgency to provide CAEP programs to regional adult learners as the COVID-19 pandemic enters its third school year. PAC member institutions are following California and Los Angeles County Department of Public Health (DPH) K-12 and Institute of Higher Education guidelines which are informed by the Center for Disease Control (CDC). The foundational principle of the CDC, California, and County guidance is “students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.” Thus, at this time, PAC institutions are endeavoring to open all CAEP programs in 2021-22 and attempting to conduct them via in-person instruction. The PAC Board has two new member representatives and with 2/3rds of PAC member representation arriving new to these leadership positions, the PAC Board recognizes a tremendous opportunity to improve the partnership between its members. In preparation for this school year, PAC members have engaged in robust collaborative planning that surpasses all efforts from previous years. This improved collaboration was most evident in deliberations on allocation of CAEP funds. The new Board engaged in a three-day retreat to build community among Board representatives and to reconceive delivery of CAEP programs. The reevaluation of regional delivery of CAEP programs expanded upon the PAC Three Year Plan and drove discussions on member funding. Funding allocations for 2021-22 are consistent with the PAC Three Year Plan and the Board’s recent collaborations to expand of the goals of the Three Year Plan. Renewed collaboration among PAC members and reimagination of CAEP program delivery are the primary goal of this Annual Plan to increase enrollment, economies of scale, and transitions to postsecondary. Analyzing data from TOPSpro Enterprise (TE) and Banner, PAC members recognize there are regional gaps to address. Enrollment in CAEP programs declined anywhere from 30% to 50% depending on member institution during the pandemic. But the data reveals PAC accomplishments despite the challenges of the pandemic. Pasadena USD actually saw record number of high school graduates for 2020-21. PCC introduced three new short term CTE certificates to entice member of the workforce who require retraining due to Covid-19 related job loss. Additionally, PCC restructured all of its curriculum to ensure programs can be completed fully online. PCC also converted the registration, counseling, and student support services to online models making access to Noncredit and Adult Education programming easier for the public. Though Temple City experienced the largest decrease in enrollment during the pandemic, the school completed its comprehensive application to become a training provider on the WIOA California Employee Training and Provider List (ETPL). Temple City’s efforts to become listed on the California ETPL is emblematic of PAC efforts to expand Career Technical Education programs, better collaborate with the California Workforce Development system and increase student transitions to employment. With all three PAC members listed on ETPL, the PAC is in good position to leverage future Strong Workforce and Title I funding sources and increase the long-term sustainability of its CTE programs. In addition to improved member collaboration for transitions and employment, this Annual Plan calls for improving PAC student persistence and performance and addressing structural racism in PAC systems and programs. With a revitalized PAC Board, member institutions are confident that 2021-22 will be a year of tremendous consortium-wide improvement despite the challenges of the continued COVID-19 pandemic.

### Regional Planning Overview

As noted above, the PAC Board has two new member representatives and this newly formulated Board has completed a comprehensive reevaluation of regional delivery of CAEP programs. This reimagination of CAEP program delivery has led to a revision and expansion of the original PAC Three Year Plan. Logic Model goals have been revised and consist of the following: 1) improve PAC member collaboration around CAEP program delivery to increase consortium economies of scale, student enrollment, and K-12 student transition to postsecondary institutions, 2) improve PAC engagement with Strong Workforce and with the Workforce Development system to increase employment for its students, 3) increase student persistence and performance for English language acquisition or attainment of high school diploma / high school equivalency.

## Meeting Regional Needs

### Regional Need #1

**Gaps in Service / Regional Needs**

Improve PAC member collaboration around delivery of CAEP programs to increase consortium economies of scale, student enrollment, and K-12 student transition to postsecondary institutions, most specifically Pasadena City College.

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

Member stakeholders analyzed enrollment data from 2018-19 through 2020-21 in TOPSpro Enterprise (TE) and Banner. Stakeholders also completed an extensive initial evaluation of what CAEP program each member offers. This analysis fueled allocation and Annual Plan discussions and will drive be a year-long emphasis to maximize CAEP funding and consortium effectiveness.

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

Members will analyze TE and Banner enrollment, survey data and CAEP Summary Table Postsecondary Transition data for the 2021-22 school year compared to 2019-20 and 2020-21 levels. The goal is to increase consortium 2021-22 enrollment and attendance in ESL, ASE/ABE and CTE programs by 10%, as increasing postsecondary transition data 10% increase from 2019-20 levels.

**Regional Need #2****Gaps in Service / Regional Needs**

Improve PAC collaboration internally with Strong Workforce and externally with the Workforce Development system to increase employment for its students.

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

PAC members analyzed CTE employment outcomes from TE and Banner, consortium-wide Title I fees collected from AJCCs and input from the County workforce system. Based on internal and external discussions, PAC members have increased training program offerings on the California Employee Training Provider List (ETPL) and the Los Angeles County Intrastate Training and Information Network (I-TRAIN) and will be leveraging targeted marketing efforts to help AJCCs reach their performance targets.

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

Members will analyze TOPSpro Enterprise and Banner data for student CTE enrollment in Strong Workforce and Title I CTE programs, fees collected, and most critically, number of students gainfully employed.

**Regional Need #3****Gaps in Service / Regional Needs**

Increase student persistence and performance for English language acquisition or attainment of high school diploma / high school equivalency.

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

Member stakeholders analyzed attendance, and performance data from 2018-19 through 2020-21 in TOPSpro Enterprise and Banner and saw the consortium-wide gaps in student persistence and performance. Moving from direct instruction to distance learning was a very difficult transition for English Learners and adult high school students but as previously noted, Pasadena USD saw an increase in high school graduates.

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

Members will analyze student enrollment, attendance, persistence, and performance data for the 2021-22 school year compared to 2019-20 and 2020-21 levels. The goal is to increase consortium 2021-22 persistence and performance rates in ESL and ASE/ABE programs by 10% over 2019-20 levels .

**Regional Need #4****Gaps in Service / Regional Needs**

Identify how programs and services are impacted by structural racism and formulate strategies and student supports to increase equitable access.

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

Stakeholders will analyze TOPSpro Enterprise and Banner demographic data in the 2021 Annual Data Review.

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

Through TE and Banner enrollment data and survey data.

## Gaps In Service

### New Strategies

#### Strategy #1

To maximize student enrollment, PAC members will continually collaborate on program planning and alignment of program offerings to guide students to the proper member school, and provide seamless pathways for students enrolling in CAEP programs.

#### Strategy #2

Consortium members will better leverage resources, such as a marketing, AJCC access and expertise, and hiring of consortium-wide positions to gain economies of scale and deliver more student performance outcomes.

#### Strategy #3

Consortium members will coordinate CTE efforts with each other and regional Worksource partners to work towards achieving an Advanced mode of CTE delivery.

#### Strategy #4

Consortium members will utilize various consortium-wide and local strategies to improve gaps with students who enroll, but do not persist to 12 hours of instruction (defined by the consortium as micro gaps).

## Seamless Transitions

### New Strategies

#### Strategy #1

PAC members will continually collaborate on program planning and alignment of program offerings to increase transitions to Pasadena City College (PCC).

#### Strategy #2

Create articulated credit and noncredit Pasadena City College classes (e.g. an NC Counseling class) to increase the number of PAC K-12 adult students who earn college credit and college prep skills.

#### Strategy #3

Improve regional Workforce Development collaboration and labor market analysis to increase student transitions to employment.

#### Strategy #4

Implement various additional strategies to increase K-12 student transitions to PCC including: 1) organize field trips to see PCC for various K-12 ESL and HSD/HSE students; 2) have a PCC noncredit counselor to hold information sessions on each K-12 campus; 3) have former students who made the transition to PCC meet with current K-12 students; 4) have classroom visits from a PCC noncredit counselor.

#### Strategy #5

Explore the possibility and value in hiring a consortium-wide Transitions Specialist.

## Student Acceleration

### New Strategies

#### Strategy #1

Use WIOA 243 IET contextualized learning strategies to get ESL students trained in PAC CTE programs and hired in that field.

#### Strategy #2

Provide uniform PAC requirements for student attainment of high school diploma.

#### Strategy #3

Align PAC program instructional modalities to offer variety for student preference (e.g. align courses so that students can take class in-person or virtually).

## Professional Development

### New Strategies

#### Strategy #1

Create and implement a consortium-wide Professional Development Plan to improve learner outcomes.

#### Strategy #2

Hold consortium Professional Development conference as part of PAC PD Plan.

#### Strategy #3

Train PAC K-12 staff and teachers about PCC noncredit and credit course options so K-12 faculty and staff better understand what options exist for their students.

#### Strategy #4

Commit to creating a PAC Annual Data Report and use this Report to inform consortium-wide and individual institutional Professional Development.

## Leveraging Resources

### New Strategies

#### Strategy #1

Align consortium efforts to better access AJCC Title I funding for CTE programs.

#### Strategy #2

Leverage Strong Workforce funds to offer a variety of career pathway training for regional students.

## Fiscal Management

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

PAC representatives used the Three Year Plan process to identify regional priorities for 2019-20 to 2021-22. Subsequent new Board representatives have begun to expand upon those Three Year Plan goals and 2021-22 allocations support this 2021-22

Annual Plan and revised Three Year Plan priorities. If changes to initial 2021-22 allocations are required to better serve regional priorities, the new PAC Board has newfound trust in one another and the governance to subcontract allocations to do so.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

PAC members have engaged in discussions about carryover in the context of member effectiveness and with a vision towards consortium members using carryover to meet the Model Use of CAEP Funds for CTE Delivery. Member reps analyzed the Model Use document (which is a rubric created by the Interim Program Director), discussed at length as to the ideal use of CAEP funds for CTE program delivery and agreed that the Model Use was the ideal way to utilize CAEP funds for CTE programs. Member representatives also discussed and acknowledged that one key measure of member effectiveness is utilizing carryover funds. To meet member effectiveness and expend CAEP funds according to the Model Use of CAEP Funds for CTE Delivery, each member with significant carryover has created a strong plan to spend carryover. Following are highlights of those plans by member: Temple City USD will utilize carryover funds to offer CTE programs with WIOA AJCC partner input and, where it makes sense, co-enrollment. These programs will lead to license or certification and employment, and outcome data will be a priority and will be gathered with fidelity. The exact programs to be offered will be discussed during September and October board meetings and implemented by January of 2022. Pasadena USD will continue to make efforts at model delivery stronger. generate significant Title I fees and meet industry demand for short-term vocational training. With industry and AJCC partnerships and significant Title I fees, the chances of long-term sustainability for PAC CTE programs is excellent.

## Certification

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