

41 Pasadena Area Consortium: Certified

Details

Consortium Information

Consortium Name:

41 Pasadena Area Consortium

Consortium Short Name:

41 Pasadena

Address:

1570 E. Colorado Blvd. | Pasadena, CA | 91106

Website:

www.pasadena.edu

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$2,091,979

CAEP Funds 2021-22:

\$1,986,119

CAEP Funds 2020-21:

\$1,908,812



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
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Pasadena Unified	Unified School District	Brian Stanley	(626) 720-2466
Temple City Unified	Unified School District	Robert Westgate	(626) 548-5101

Executive Summary

Executive Summary *

The comprehensive process to create the Pasadena Area Consortium (PAC) Three Year Plan has focused and energized all stakeholders to provide robust CAEP programs and services as member institutions navigate out of the pandemic. During the process, PAC stakeholders have assessed current levels of enrollment, compared that with regional needs, identified gaps, established metrics to meet those gaps, created broad activities with SMART goals to measure outcomes, and evaluated how CAEP funding will ensure success.

The PAC Board has another new member Representative and, thus, the current composition of the PAC Board is the fourth iteration in four years. However, the current Board is now solidified and member Representatives recognize a tremendous opportunity to advance the partnership between all members and to improve the delivery of CAEP programs.

Based on the the most correct data, PAC members served 3,743 participants in CAEP programs for the 2020-21 Program Year. PAC participant enrollment was significantly affected by the COVID-19 pandemic as all members experienced a 30-50% decline in enrollment. Activities and goals in this Three Year Plan seek to rebuild enrollment to pre-pandemic levels.

Gaps from current PAC enrollment levels by program area to regional needs are profound. The primary cities served by PAC members have nearly 100,000 residents over the age of 5 who "Speak English < Very Well" and nearly 40,000 residents over the age of 25 without a high school diploma or equivalency. It is clear that substantial gaps exist in addressing regional needs for English Learners and high school dropouts.

PAC members analyzed EDD Labor Market Information (LMI) data and consulted with regional AJCCs. LMI data for Los Angeles County depicts the sizeable labor shortages that exist in Healthcare (most notably Home Care Aides), hospitality (most notably food preparation), logistics, and manufacturing. PAC members have existing programs to help train these workers, but the far more significant problem is finding the potential employees to train. PAC members are exploring increased marketing efforts and improved AJCC partnerships to become an part of a regional solution to the labor shortages.

PAC members have created meaningful metrics to address regional needs for adults in employment, English language acquisition, and diploma/equivalency achievement. Activities to meet these metrics will result in better consortium data aggregation and dissemination, increased enrollment and participation, higher student persistence and performance, and better instruction from professional development. Funding allocations for member institutions will ensure the Plan's success.

The PAC Board is confident this Three Year Plan will close regional gaps and advance educational opportunities for regional adults.

Assessment

Overview and Preparation *

In order to effectively help our students and to provide them the best educational services possible, PAC member stakeholders analyze significant enrollment, demographic, persistence, and performance data through its Annual Data Report (ADR). The sources of the data contained in this most current ADR only include data from TOPSpro Enterprise (TE) and Banner.

This document drives Pasadena Area Consortium processes, especially the Planning process. PAC Board Representatives look at enrollment to make funding allocation decisions. PAC stakeholders analyze consortium demographics of its students and the cities in which they live to identify regional gaps. Marketing efforts for CTE, ESL, and ASE/ABE rely on stakeholder analysis of performance and enrollment data. PAC stakeholders use the data to drive efforts at improving consortium efficiencies and increasing leveraged resources. The PAC ADR drives the Three Year Plan and the Annual Plan process.

Regional Alignment and Priorities *

Pasadena Area Consortium member institutions are engaged in the workforce development system as partners with two different Workforce Development Boards (WDB) and work diligently with these Boards to align consortium efforts at building pathways and employment opportunity for regional adults. Temple City USD is a Title II MOU partner with the Los Angeles County Workforce Development Board (County WDB) and Pasadena Area Community College District and Pasadena Unified School District are Title II MOU partners with the Foothill Workforce Development Board (Foothill WDB).

PCC and PUSD align services to support Foothill WDB's Local Plan. Pasadena City College, Non-Credit Division is a recipient of Title II, Adult Education and Family Literacy Act (AEFLA) funding and is a mandated Foothill WDB partner. Though PUSD does not receive Title II, AEFLA funds, both institutions provide Adult Education and Literacy services in support of the Foothill WDB Local Plan. Similarly, Temple City USD does not receive Title II, AEFLA funds, but the school provides Adult Education and Literacy services in support of the County WDB Local Plan. The services include Adult Secondary Education, High School Diploma, High School Equivalency, Adult Basic Education, English as a Second Language, Vocational ESL, English Language, and Civics Education. PCC provides student support through its Student Success and Support Program. Both PCC and PUSD have representation on the Foothill WDB.

All PAC members are committed to strengthening the relationship with County WDB and Foothill WDB to build more robust career pathways and improve workforce sector strategies and Objectives and Activities in this Three Year Plan will directly reflect that commitment.

Evaluate the Educational Needs of Adults in the Region *

Annually, PAC faculty and stakeholders analyze the population characteristics of the major cities served by PAC member institutions to identify regional gaps and better understand the communities we serve. This analysis begins with understanding where our students live and Table 1 below depicts the primary cities of PAC students.

Table 1 - 2020-21 Population by City

City	Student Population	% of Total
Pasadena	478	19.9%
Arcadia	232	9.7%
San Gabriel	154	6.4%
Los Angeles	215	9.0%
Alhambra	118	4.9%
Temple City	92	3.8%
Altadena	73	3.0%
Rosemead	75	3.1%
Monterey Park	40	1.7%
San Marino	36	1.5%
El Monte	51	2.1%
South Pasadena	47	2.0%
Monrovia	23	1.0%
No City Listed	312	13.0%
Misc. Other Municipalities	455	19.0%
TOTAL	2,401	100.0%

PAC stake holders then analyze demographic data from the primary cities served in the consortium. Since member schools provide ESL, HSD/HSE, Citizenship, and short-term CTE programs, stakeholders analyze those characteristics in the regional population our member institutions serve. Tables 2 depict Educational Attainment, Language Spoken at Home, and Naturalization data. Table 3 notes regional Poverty and Unemployment data. Below data is culled from 2020 census data.

Table 2

City	5 Years & Older Speaks English < “Very Well”	As % of 5 Years & Older	Residents over 25 & No HSD or HSE	As % of Populatio Over 25	Number of Foreign Born, Not a Citize	Total Po
Pasadena	22,939	17.4%	11,190	10.3%	20,699	141,040
Arcadia	16,926	30.5%	3,396	6.0%	9,850	56,681
San Gabriel	15,640	41.1%	5,987	20.3%	10,107	39,568
Alhambra	27,322	33.7%	11,412	18.3%	14,816	82,868
Temple City	11,869	33.4%	4,037	11.4%	5,708	36,494
Altadena	5,059	11.9%	3,563	10.9%	3,393	42,846
TOTAL	99,755		39,585		64,573	399,497

Table 3

City	Unemployment Rate for December 2021	Number Under Poverty	As % of Eligible Popul:	Total Population
Pasadena	5.2%	15,538	11.0%	141,040
Arcadia	4.2%	5,554	9.8%	56,681
San Gabriel	4.5%	5,065	12.8%	39,568
Alhambra	4.9%	6,878	8.3%	82,868
Temple City	4.7%	3,576	9.8%	36,494
Altadena	5.7%	3,213	7.5%	42,846
TOTAL		39,824		399,497

Analysis of the Data

- The population of the primary cities served by the PAC is 399,497
- 25% of the population over the age of 5 Speak English Less Than “Very Well”
- 9.9% of residents over the age of 25 do not have a high school diploma or equivalent
- 16.1% of residents are foreign born and not naturalized
- 10% of the region is living under the poverty line
- That is lower than the state average of 11.8%
- Cities have relatively low unemployment rates – demonstrating the realities of a current tight labor market

This demographic data reflects significant need for PAC educational programs and services.

Contributions by Entities *

The Pasadena Area Consortium engaged in comprehensive efforts to elicit wide-ranging input in the development of this Three Year Plan. Stakeholders from Pasadena City College, Pasadena Unified School District, Temple City Unified School District, regional workforce partners, and other service providers provided Plan input in a number of planning meetings.

In meetings with classified staff, faculty, and administration from PUSD and TCUSD, stakeholders analyzed the PAC Annual Data Report to identify PAC enrollment, student persistence and performance, and regional gaps. This data analysis informed discussions about funding allocations and utilization of carryover to address PAC Three Year Plan goals. Also, these discussions focused on preliminary Objectives to increase student enrollment and improve student persistence and performance. As Metric Targets were agreed upon, those Targets were shared with PUSD and TCUSD stakeholders to encourage universal acceptance of the goals and to acknowledge that all stakeholders would be responsible for the success of the consortium.

Meetings with PCC staff and administration focused on gaps in data collection, aggregation, and dissemination. PCC stakeholders acknowledged that correcting PCC data corruption should be an integral component to the Three Year Plan. These planning meetings gave stakeholders the opportunity to quantify the problem and develop Objectives, Activities, and Outcomes to solve the issue. Additionally, as Metric Targets were agreed upon, those Targets were shared with PCC stakeholders to encourage universal acceptance of the goals and to garner stakeholder buy-in.

Planning meetings with regional AJCCs gave PAC members important data and information about the CTE programs that they should be focusing on. PUSD and TCUSD are listed on the California Employee Training Provider List (ETPL) and are primed to leverage AJCC classroom training Title I fees while offering these training programs.

Other planning meetings with state organizations and community based organizations informed Plan Objectives and Activities. TCUSD has fostered extensive relationships with the Department of Public Social Services (DPSS), and organizations serving veterans and food insecure individuals. Those relationships will be leveraged to achieve Plan Objectives.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Pasadena Area CCD	Member Representative	215	615	1,526	0	53	660	407	33	0
*Pasadena Unified	Member Representative	1	108	26	0	0	37	0	0	0
*Temple City Unified	Member Representative	6	9	47	0	0	0	0	0	0
Total Participants		222	732	1599	0	53	697	407	33	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
America's Job Center of California - Pomona	Workforce Development Board	x	x	x	x	x	x	✓	✓	x
Homeboy Industries	Community Organization	✓	✓	x	x	x	x	✓	x	x
Compton Worksource Center	Workforce Development Board	x	x	x	x	x	x	✓	✓	x
Foothill Workforce Development Board	Workforce Development Board	x	x	x	x	x	x	✓	✓	x
Pasadena Chamber of Commerce	Community Organization	x	x	x	x	x	x	✓	✓	x
Boyle Heights Worksource Center	Workforce Development Board	x	x	x	x	x	x	✓	✓	x
Department of Rehab	Community Organization	x	x	x	x	✓	x	✓	✓	x
Department of Public Social Services	Other	x	x	x	x	x	x	✓	✓	x
South Los Angeles Worksource Center	Workforce Development Board	x	x	x	x	x	x	✓	✓	x

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Participant enrollment data reported in the table above comes from 2020-21 Banner and TOPSpro Enterprise data reports. The act of determining the correct student participant enrollment data that is to be described and evaluated in this section of the Three Year Plan was not a straight forward one. While LaunchBoard data is available, at the time the Three Year Plan process started (spring of 2022), the site only had data up to the 2019-20 program year. Additionally, while the site culls and scrubs data from CCCCD databases and K-12 TOPSpro databases, PAC members have concerns about the accuracy of LaunchBoard data.

Therefore, one significant gap that this Three Year Plan will attempt to bridge is the accuracy of PAC member data as stakeholders work to address Three Year Plan Objectives.

Based on the above data for the 2020-21 Program Year (which is believed to be most correct), PAC members had 3,743 participants in CAEP programs. PAC participant enrollment has been significantly affected by the COVID-19 pandemic. All members experienced a 30-50% decline in enrollment. Objectives in this Three Year Plan seek to rebuild enrollment to pre-pandemic levels.

Gaps from current PAC enrollment levels by program area to regional needs are profound. 1,599 (42.7%) of the PAC's 3,743 participants were ESL students and 732 (19.6%) of PAC participants were ASE students. As noted in the Educational Needs of the Region above, the primary cities served by PAC members have nearly 100,000 residents over the age of 5 who "Speak English < Very Well" and nearly 40,000 residents over the age of 25 without a high school diploma or equivalency. It is quite clear that substantial gaps exist in addressing regional needs for English Learners and high school dropouts.

To address regional employment training needs, PAC members analyzed EDD Labor Market Information (LMI) data and (as noted previously) consulted with regional AJCCs. LMI data for Los Angeles County depicts the sizeable labor shortages that exist in Healthcare (most notably Home Care Aides), hospitality (most notably food preparation), logistics, and manufacturing. PAC members have existing programs to help train these workers, but the far more significant problem is finding the potential employees to train. That is the crux of the matter. PAC members are exploring increased marketing efforts and improved AJCC partnerships to become an part of a regional solution to the labor shortages.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	4,922	2,699		3,855	3,970	4,090
Student Barriers	English Language Learner (AE 305 - Overall)	2,975	1,513		1,647	1,695	1,748

Member Level Metric Targets

* Mandatory for all members

Pasadena Area CCD (Reported by Pasadena District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	3,664	2,000		3,573	3,680	3,791
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	323			100	110	120
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	1,009	444		225	232	239
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				25	30	35
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	182			20	30	40

Pasadena Unified (Reported by Pasadena Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	231	160		190	210	230
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	59			40	50	60
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	14			15	20	25
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	16	18		30	35	40
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				20	30	40

Temple City Unified (Reported by Temple City Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	270	51		100	150	200
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	33			30	40	50
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	32			35	50	65
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				3	5	10
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				10	20	30

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Pasadena Area CCD	100%	100%	64%	90%	95%	95%
Pasadena Unified	100%	100%	26%	90%	95%	95%
Temple City Unified	100%	100%	13%	90%	95%	95%

Objectives

Address Educational Needs

Description of Objective *

As noted in Section 2 of the PAC Three Year Plan, significant gaps exist between the enrollment of current PAC students receiving adult educational services and the large number of English Learners, high school dropouts, and non-citizens who live in the region. The consortium under-enrollment for these priority populations is a substantial educational need for the region.

How large are regional under-enrollment gaps? Specifically, for English Learners, (as noted in Section 2) the six primary cities served by the consortium have almost 100,000 residents over the age of 5 who “Speak English < Very Well.” Removing from that total the number of individuals who are aged 6-17 (based on a review of census data we assume approximately 15%) that leaves approximately 85,000 residents who are English Learners in the region served by PAC schools. Only 1,600 PAC ESL students achieved over 12 hours of ESL instruction. Thus, the under-enrollment gap would be over 80,000 individuals who could use English Language acquisition programs.

However, a more immediate and critical educational need the consortium has identified concerns student persistence. This is not student persistence as defined by the state and federal government, which is the percentage of students who complete a pre- and post-test. This is the gap between consortium students who register at PAC schools and receive some services and the percentage of those students who persist to achieve 12+ hours of instruction.

Table 4 below depicts this student persistence data over three years.

Table 4 – Student Persistence – Total Difference and % Difference between Services and CAEP

Year	CAEP Outcomes			Services		
	2018-19	2019-20	2021-20	2018-19	2019-20	2020-21
Total	3,057	2,718	1,413	4,497	4,183	2,401
No. Difference				1,440	1,465	988
% Difference				32.0%	35.0%	41.1%

In the 2020-21 school year, approximately 4 in 10 PAC students registered at PAC schools and then do not persist to complete 12 hours of instruction. PAC stakeholders need to determine why this is occurring.

Other educational needs are clear from analysis of the PAC Annual Data Report (ADR). More than 39,500 residents over the age of 25 do not have a high school diploma and only about 2% of that number achieved over 12 hours of instruction from consortium schools. Over 64,000 residents in the region PAC serves are foreign born and non-citizens.

Thus, this Plan presents strategies to deal with three significant regional educational needs: Below are the most critical educational needs identified by PAC stakeholders:

1. Student persistence rates to 12+ hours of instruction are too low.
2. PAC enrollment of priority adult populations is too low compared to regional needs.

PAC stakeholders identified the following SMART goals to address these regional educational needs.

1. By the end of the 2024-25 school year 75% of PAC students registered in programs will persist to 12+ hours of instruction.
2. By the end of the 2024-25 school year PAC members will be serving an enrollment over 4,000 students for CAEP programs.

Below are some of the strategies members will pursue:

- A. Create consortium-wide TOPSpro Enterprise Coordinator meetings so there is a forum for sharing best practices that result in improved consortium student persistence and enrollment.
- B. Improve data collection protocols at consortium wide TE meetings.
- C. Share effective orientation and placement practices at TE meetings.
- D. All consortia members create student incentives such as awards, certificates, and formal recognition.
- E. All consortia members staff set SMART goals for student persistence and monitor goal progress.
- F. Consortia students set personal SMART goals and monitor their progress.
- G. Improve targeted marketing efforts.
- H. Reach out to Community Based Organizations and district parents to increase ESL enrollment.

The PAC will pursue these & other strategies.

Improve Integration of Services & Transitions

Description of Objective *

PAC stakeholders have identified three areas of focus regarding integration of services and transitions.

PAC members recognize that they should align workforce efforts with Workforce Development Board (WDB) America's Job Centers of California as is required in California Ed Code 84906. Members have made good inroads to aligning to Workforce Development Board efforts. The PAC K-12 members have successfully placed a number of CTE programs on the California Employee Training Provider List (ETPL), have partnered with AJCCs for cohort CTE enrollments, and participated in roundtable discussions to understand the programs workforce partners are looking for. However, these partnerships are nascent and tremendous room for growth exists. This Plan outlines strategies to improve alignment with the workforce development system.

Another area where PAC members can improve is transitions to employment. Aligning efforts with the WDB Local Area Plans and leveraging AJCC Title I funds means that PAC members need to improve employment outcomes for all CTE students / AJCC clients. Part of improving employment outcomes requires improvement in data collection and reporting efforts across the consortium. So strategies herein will also focus on improving employment data and outcomes.

Finally, the PAC ADR points out that consortium members still need to address subpar totals of students who transition to postsecondary educational opportunities.

To recap, the three areas of need with integration of services and transitions are:

- I. Improve nascent relationships with workforce system for better alignment.
- II. Employment placement data and outcomes are too low.
- III. The number of PAC students transitioning to postsecondary education is too low.

PAC stakeholders identified the following SMART goals to address these regional educational needs:

- I. Create a Workforce Development Action Plan by fall 2022 and implement all Action Steps of the plan to improve alignment with the workforce development system.
- II. By the end of the 2023-24 school, all PAC CTE program completion rates will be 75% and employment rates will be above 70%.

III. By the end of the 2024-25 school year, PAC members will achieve a 15% increase in postsecondary transitions from 2020-21 levels.

Strategies to achieve this include:

Improve Effectiveness of Services

Description of Objective *

The PAC Three Year Plan process allowed stakeholders to identify areas where members can improve effectiveness of services provided to PAC students. Many of those gaps are specifically identified in the two previous sections: Address Educational Needs and Improve Integration of Services & Transitions. The gaps identified call for specific strategies which will result in PAC members improving the effectiveness of services. However, additional gaps are identified in this section and subsequent strategies are noted to address these additional gaps.

The Three Year Plan revealed the consortium-wide need for improved data collection and dissemination to drive continuous improvement. As previously noted in Section 2 of the Plan, data gaps complicate the consortium's ability to identify the exact number of students served by PAC members in the CAEP Program areas and other important metrics. This gap needs to improve in the coming three years.

While the need to improve student persistence was previously identified, PAC student performance has also been identified as a significant need. Tables 5 through 7 show that Gains in Educational Functioning Level (EFL) as a percent of total enrollment dramatically dropped due to the pandemic. EFL Gains are measured through the Comprehensive Assessment System for Adult Students (CASAS) pre- and post-test results and by students earning a high school diploma/equivalency.

Table 5 - PCC Measurable Gains by Total Enrollment over Three Years

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	1,690	633	37.5%	1,426	298	20.9%	451	73	16.2%
ABE	408	136	33.3%	378	43	11.4%	238	15	6.3%
Total	2,098	769	36.7%	1,804	341	18.9%	689	88	12.8%

Table 6 - PUSD Measurable Gains by Total Enrollment over Three Years

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	58	18	31.0%	39	13	33.3%	13	0	0%
ABE	210	37	25.4%	169	22	22.5%	40	8	20.0%
Total	268	55	26.6%	208	35	24.5%	53	8	15.1%

Table 7 - TCUSD Measurable Gains by Total Enrollment over Three Years

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	45	15	33.3%	152	32	21.1%	4	0	0%
ABE	54	26	48.2%	8	1	12.5%	0	0	0%
Total	99	41	41.4%	160	33	20.6%	0	0	0%

* Gain could be either achieving one Educational Functioning Level (EFL) or HSD / HSE

In addition to EFL Gains, high school graduation rates as a percentage of total enrollment is another area that consortium stakeholders have identified as area where effectiveness of services needs to improve.

Finally, the pandemic dramatically diminished opportunities for Professional Development and the consortium needs to improve PD opportunities.

To recap, the areas where PAC members will improve the effectiveness of services (in addition to those previously mentioned)are:

- I. Improve data collection and dissemination to drive continuous improvement.
- II. Improve CASAS EFL Gains for ESL and ASE programs.
- III. Improve PAC high school diploma/equivalency rates as percentage of total enrollment
- IV. Increase Professional Development opportunities to address I-III above.

PAC stakeholders identified the following SMART goals to address these regional educational needs:

- I. By the end of 2022-23 and for all program years afterwards, PAC members will implement data collection systems to ensure enrollment and persistence data is correct and accurate.
- II. By the end of the 2024-25 school, PAC ESL programs will demonstrate EFL Gains of 40% as a percentage of total enrollment.
- III. By the end of the 2024-25 school, all PAC high school diploma/equivalency completion rates will be 10% higher than 2021-22 rates.
- IV. Create a PAC Professional Development Plan by fall 2022 and implement all Action Steps of the plan to improve Professional Development and achieve Goals I-III above.

Below are some of the strategies members will pursue to improve effectiveness of services:

- A. Create consortium-wide TOPSpro Enterprise Coordinator meetings so there is a forum for sharing best practices that result in improved consortium student performance.
- B. Improve PAC data collection protocols at consortium-wide TE meetings.
- C. Improve CASAS testing procedures for all PAC ESL/ASE students.
- D. Implement Professional Development Plan to improve curriculum and instruction.

The PAC will pursue these & other strategies.

Activities & Outcomes

Activity Name *

PAC TOPSpro Enterprise Coordinator meetings

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

All PAC individual member institution Data Coordinators will meet on a bi-monthly basis to share best practices and improve PAC data collection protocols. Key deliverables will include member quarterly Data Integrity Reports and CAEP Summary Tables that reflect accurate enrollment, participant, and performance data. Best practices will include strategies to improve pre- and post-testing numbers and and increase the number of students who complete 12+ hours of instruction.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, PAC Data Coordinators will implement data collection protocols to ensure enrollment and persistence data is 100% correct and accurate.

Intermediate Outcomes (1-3 Years) *

Throughout the 2023-24 program year, PAC Data Coordinators will implement data collection protocols to ensure enrollment and persistence data is 100% correct and accurate.

Long-Term Outcomes (3-5 Years) *

Throughout the 2023-24 program year, PAC Data Coordinators will implement data collection protocols to ensure enrollment and persistence data is 100% correct and accurate.

Proposed Completion Date

02/24/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
John Russell

Activity Name *

Increase student enrollment

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

PAC member institutions will use generalized and targeted marketing efforts to increase student enrollment in ESL, ASE, and CTE programs. Key deliverables will include online and social media ads, traditional marketing collateral, and flyers to community members and district parents for the K-12 members.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, PAC members will use targeted marketing to increase ESL, ASE, and CTE student enrollment by 3% over 2021-22 levels.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, PAC members will use targeted marketing to increase ESL, ASE, and CTE student enrollment by 3% over 2022-23 levels.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, PAC members will use targeted marketing to increase ESL, ASE, and CTE student enrollment by 3% over 2023-24 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Brian Stanley
Francisco Suarez
John Russell
Robert Westgate

Activity Name *

Set & Meet Annual Goals for Student Persistence

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

All PAC individual member institution stakeholders will set SMART goals for student persistence, implement protocols to improve persistence, and monitor goal progress throughout the year. Key deliverables are monthly Data Integrity Reports and CAEP Summary Tables that show improved retention and persistence.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, 65% of all PAC student who register for a CAEP program will complete 12+ hours of instruction.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, 70% of all PAC student who register for a CAEP program will complete 12+ hours of instruction.

Long-Term Outcomes (3-5 Years) *

By the end of the 2023-24 program year, 75% of all PAC student who register for a CAEP program will complete 12+ hours of instruction.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
Brian Stanley
Francisco Suarez
John Russell
Robert Westgate

Activity Name *

Set & Meet Annual Goals for Student Performance

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

All PAC individual member institution stakeholders will set SMART goals for student performance (as measured by CASAS EFL Gains and number of HSD/HSE earned), implement protocols to improve performance, and monitor goal progress throughout the year. Key deliverables are monthly CAEP Tables 4 that show improved student performance and graduation rates.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, PAC students will demonstrate EFL Gains of 20% of total enrollment and an increase in HSD/HSE of 3% rates over 2021-22 levels.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, PAC students will demonstrate EFL Gains of 30% of total enrollment and an increase in HSD/HSE of 3% rates over 2022-23 levels.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, PAC students will demonstrate EFL Gains of 40% of total enrollment and an increase in HSD/HSE of 2% rates over 2023-24 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Brian Stanley
Francisco Suarez
John Russell
Robert Westgate

Activity Name *

Workforce Development Action Plan

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create a Workforce Development System Action Plan by fall 2022 and implement all Action Steps of the Plan to improve alignment with the workforce development system. Key deliverables will be the Action Plan, receipt of WIOA Title I fees from Individualized Training Agreements, evidence of industry roundtables, and increased Employment Verification Letters (EVLs).

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, all PAC CTE program completion rates will be above 70% and employment placement rates will be above 65%.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, all PAC CTE program completion rates will be above 75% and employment placement rates will be above 70%.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, all PAC CTE program completion rates will be above 75% and employment placement rates will be above 70%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Responsible person(s)

Name
Brian Stanley
John Russell
Robert Westgate

Activity Name *

Increase transitions to postsecondary institutions

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

By the end of the 2022-23 program year, all PAC members will improve data collection systems to better report postsecondary transitions and strengthen consortium-wide strategies to improve these transitions. PCC Counselors will coordinate with K-12 counselors and staff to implement a number of strategies such as K-12 school information sessions, registration assistance, guided PCC tours where possible, and one-on-one academic counseling. PCC will provide contract courses for one K-12 school to increase transition opportunities. Also, members will explore possible program articulations/pathways to increase postsecondary transitions. Key deliverables will be quarterly CAEP Summary Tables showing increased transitions.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, PAC postsecondary transitions will equal 40 students or higher.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, PAC postsecondary transitions will equal 50 students or higher.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, PAC postsecondary transitions will equal 60 students or higher.

Proposed Completion Date

01/31/2023

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brian Stanley
Francisco Suarez
John Russell
Robert Westgate

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Create a robust PAC Professional Development Plan by winter 2022 and implement all Action Steps of the Plan to improve curriculum and instruction to ensure all activities in the plan are successful. Key deliverables will be the Professional Development Plan and evidence of conferences attended and in-house Professional Development meetings.

Short-Term Outcomes (12 Months) *

By the January of the 2022-23 program year, the PAC will complete the creation of its Professional Development Plan and will have implemented some of the key elements of the plan.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, the PAC will hold one consortium-wide conference addressing critical instructional gaps and will have faculty attending at least two other outside professional development opportunities.

Long-Term Outcomes (3-5 Years) *

By the end of the 2023-24 program year, the PAC will hold one consortium-wide conference addressing critical instructional gaps and will have faculty attending at least four outside professional development opportunities.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brian Stanley
Francisco Suarez
John Russell
Robert Westgate

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Pasadena Area CCD	\$711,000	Certified
Pasadena Unified	\$746,170	Certified
Temple City Unified	\$284,327	Certified
Totals	\$1,741,497	3/3 Certified

Funds Evaluation *

Current Board deliberations over 2022-23 CAEP Allocations were informed by student enrollment and participation, existing funding sources, and member carryover. The 2022-23 negotiations created parameters and processes that can be successfully duplicated over the next three years to ensure allocations are efficient and fair. Members will leverage apportionment, WIOA Title I training fees, and Title II funding, to ensure strategies, activities, and SMART goals will be successfully achieved.

Certification

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