

# 41 Pasadena Area Consortium

## Plans & Goals

### Executive Summary

Pasadena Area Consortium (PAC) members created a robust Three Year Plan in which the Strategies and Activities seek to rebuild student enrollment to pre-pandemic levels. PAC members have a simple vision for the 2022-23 Program Year: drive enrollment to 2018-19 levels and beyond.

Based on 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 2020-21 enrollment from 2018-19 enrollment levels.

While enrollment declined the regional needs have not. Gaps from 2020-21 PAC enrollment levels by CAEP 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.

The PAC 2022-23 Annual Plan aligns with the Three Year Plan and PAC members are confident this Plan will increase enrollment, close regional gaps, and advance educational opportunities for regional adults.

Though the pandemic shocked consortium enrollment, PAC members had numerous positive developments and achievements last year. Preliminary analysis of 2021-22 data indicates enrollment increased for all members. PAC member 2022 spring and summer programs experienced excellent enrollment and members believe this trend will continue into the fall.

Both K-12 members had great success with Career Technical Education programs. Both Temple City and Pasadena got numerous CTE programs listed on the California Employee Training Provider List (ETPL) and successfully completed cohort enrollment with regional America's Job Center of California (AJCCs). These cohort CTE programs delivered WIOA Title I revenue to the schools and nurtured positive relationships with AJCCs as called for in California Education Code 84906.

These positive relationships with AJCCs and analysis of regional labor market data have PAC member CTE programs set up for success in 2022-23. PAC members analyzed EDD Labor Market Information (LMI) data and consulted with regional AJCCs in getting CTE programs on the state ETPL. 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.

Funding allocations for member institutions were consistent for the Annual Plan's success. 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 CCD apportionment, WIOA Title I training fees, and Title II AEFLA funding to ensure Annual Plan strategies, activities, and SMART goals will be successfully achieved.

### Regional Planning Overview

In the Three Year Plan, PAC members created meaningful metrics to address regional needs for adults in employment, English language acquisition, and diploma/equivalency achievement. Activities in this Annual Plan to meet these metrics will result in better consortium data aggregation and dissemination, increased enrollment and participation, higher student participation, persistence and performance, and better instruction from professional development.

These Activities include:

- 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 increase the number of participants (students who complete 12+ hours of instruction).

- PAC member institutions will use generalized and targeted marketing efforts to increase student enrollment in ESL, ASE, and CTE programs.
- All PAC individual member institution stakeholders will set SMART goals for student participation and persistence, implement protocols to improve participation and persistence rates, and monitor goal progress throughout the year.
- 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.
- 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.
- 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.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Student participation and persistence rates are too low. Participants are defined as students receiving 12 or more hours of instruction. Persistence is defined as the percentage of students who took a CASAS pre-test that complete a post-test.

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

Members analyzed extensive TOPSpro Enterprise (TE) data over the previous three years. CAEP Summary Tables culled from TE demonstrated that approximately 41% of PAC students who register in PAC CAEP Programs do not become Participants earning 12 hours or more of instruction.

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

Ongoing TOPSpro Enterprise Data Coordinator meetings will allow continuous monitoring of participation, persistence, and performance rates.

### Regional Need #2

#### Gaps in Service / Regional Needs

PAC enrollment of priority adult populations is too low compared to regional needs.

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

PAC faculty and stakeholders analyzed the population characteristics of the major cities served by PAC member institutions to identify regional gaps and better understand the communities we serve. These population characteristics were gleaned from 2020 Census data. According to the Census data, 99,755 regional residents over the age of 5 "Speak English < Very Well," and 39,585 regional residents over the age of 25 do not have a high school diploma/equivalency.

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

Ongoing TOPSpro Enterprise Data Coordinator meetings will allow continuous monitoring of program enrollment.

## Address Educational Needs

## 2022-23 Strategies

### Strategy Name

Recognize Student Attendance

### Activity that Applies to this Strategy

Set & Meet Annual Goals for Student Persistence

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

Creating student incentives such as awards, certificates, and formal recognition will improve attendance to increase Participation rates. Research demonstrates student recognition increases engagement which should lead to increased Participation.

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### Strategy Name

Community Outreach & Targeted Marketing

### Activity that Applies to this Strategy

Increase student enrollment

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

Reach out to Community Based Organizations and K-12 district parents to increase ESL enrollment and increase targeted marketing efforts. Effective marketing should result in increased enrollment.

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### Strategy Name

Set and Monitor Student Performance Goals

### Activity that Applies to this Strategy

Set & Meet Annual Goals for Student Performance

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

Members must set and continually monitor performance goals if there is to be any growth in the goals.

**Strategy Name**

Set and Monitor Student Participation and Persistence Goals

**Activity that Applies to this Strategy**

Set & Meet Annual Goals for Student Persistence

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Members must set and continually monitor participation and persistence goals if there is to be any growth in the goals.

**Improve Integration of Services & Transitions****2022-23 Strategies****Strategy Name**

Align PAC CTE Efforts with Regional Workforce Development

**Activity that Applies to this Strategy**

Workforce Development Action Plan

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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.

**Strategy Name**

Increase PAC CTE Completion and Employment

**Activity that Applies to this Strategy**

Workforce Development Action Plan

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Action steps in the Workforce Development Action Plan will focus on improving completion and employment outcomes.

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### Strategy Name

Increase Postsecondary Transition

### Activity that Applies to this Strategy

Increase transitions to postsecondary institutions

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

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.

## Improve Effectiveness of Services

### 2022-23 Strategies

#### Strategy Name

Improve Data Collection Protocols

#### Activity that Applies to this Strategy

PAC TOPSpro Enterprise Coordinator meetings

#### Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

#### Strategy Description

Current gaps exist in TOPSpro Enterprise data collection and closing those gaps will demonstrate improved CAEP outcomes. TOPSpro Enterprise Coordinator meetings will create a forum for sharing best practices that result in improved consortium student participation, persistence, and enrollment.

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#### Strategy Name

Professional Development

#### Activity that Applies to this Strategy

Professional Development

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

Create a PAC Professional Development Plan by fall 2022 and implement all Action Steps of the plan to improve Professional Development and achieve impro

**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.**

Funding allocations for member institutions were consistent for the Annual Plan's success. 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 CCD apportionment, WIOA Title I training fees, and Title II AEFLA funding to ensure Annual Plan strategies, activities, and SMART goals will be successfully achieved.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

All PAC member institutions have significantly spent down carryover such that members have carryover within state targets.

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