



## **PASADENA AREA CONSORTIUM**

PASADENA CITY COLLEGE (PCC)  
PASADENA UNIFIED SCHOOL DISTRICT (PUSD)  
TEMPLE CITY UNIFIED SCHOOL DISTRICT (TCUSD)

2019-2022  
THREE-YEAR PLANNING REPORT

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# Consortium Information

## Section 1: Consortium Information

PCC continues to provide classes and programmatic offerings through its Noncredit Division, as the college has for the past decade. Programs such as the, courses for immigrant and undocumented adults who are eligible for educational services in citizenship and driver's test preparation, programs for adults with disabilities, and short-term Career Technical Education (CTE) certificates. Noncredit program offerings with PCC remain as a positive first step for adult learners to access remedial education opportunities, job related training and "bridge" program pathways to progress towards credit-based certificates and degrees.

PUSD/TAS has begun addressing the need for creating an adult education program within its current organization structure with the recognized need to expand services for adult students and parents through offering at its district schools and in the surrounding communities. Among these opportunities is the need to address post high school graduation options for those students who are not matriculating towards a high school diploma and as the result, are failing to transition post-secondary/community college education or career placement. Students who are in their fifth year attending high school often find it difficult to continue their education and their transition to the post-secondary world is especially difficult. Therefore, PUSD/TAS designed structures of support that align well with the personal and job needs for these students. In September 2013, PUSD established the Twilight Adult School to provide alternative high school diploma program and GED courses. Through this engagement, PUSD extended services to the parents of students who reside within the PUSD communities, without duplicating services already provided.

Additionally, PUSD has a long history of offering College and Career Pathways, with ten fully implemented Pathways at five high schools that can be used to build capacity for the adult learner. By creating a partnership with PUSD/TAS, PCC is working on creating a clear pathway that creates a bridge to college transition and workforce ready certifications within a standardized framework.

In September 2015, Temple City Unified School District (TCUSD) as a new member. The primary goal for TCUSD was to build capacity and to create new opportunities, particularly for English as a Second Language adult learners, to build skills and towards enrollment in college level coursework of enter the workforce. Temple City Adult Education (TCCA) Department has a vision to create a strong community of lifelong learners. TCCA operates under the philosophy that the school is just one stop on a student's educational journey and seeks to provide educational, workforce, and counseling services accordingly.

TCCAIE has spent the 2018-2019 academic year creating durable capabilities to deliver services in five of the CAEP program areas: ESL/Citizenship, ASE/ABE, CTE, Workforce Re-entry and K-12 Success. Data from these activities will reveal tremendous growth and outcomes specific to the number of students served and total instructional hours delivered. These outcomes demonstrate the school's ability to significantly expand services with the vision of further expanding these opportunities to students who live in a large part of the PAC region and beyond.

PAC recognizes that key partners are needed to support adult learners. Therefore, it created the Pasadena Area Consortium Advisory Board that includes key community stakeholders to better serve adult learners. Continued success in providing industry relevant workforce opportunities for adult learners will rely on PAC continuing in collaborative/effective partnering relationships with business, educational, and community-based organizations.

These partnerships for adult education exist within a larger framework for collaboration. A visionary goal of PAC is to erode a long history of organizations operating within silos and work to better align services along shared goals and to improve outcomes for adult learners. Key to this planning process is again, an active, on-going engagement with key partners throughout the region.

A key area for further development will be developing stronger outreach to industry stakeholders and may include strengthening infrastructure to create more consistent communication. With the agreed upon goal being to attract more adults to complete their basic skills trainings, earn a diploma, transition to CTE courses, complete citizenship courses and build work-based skills, the adult school consortium is ready to identify services that fill the current gaps in its programs. The process of collaboration in previewing the grant requirements resulted in identification of numerous services that need to be provided and the various agencies in the community who are trying to address those needs.

The PCC team is represented by Dr. Robert Bell, Senior Vice President/Assistant Superintendent, Noncredit and Offsite Campuses, who provides primary oversight of the project and serves as the fiscal agent contact. The PUSD team is represented by Dr. Brian McDonald, Superintendent, Mr. Jack Loos, Director of Adult and Alternative Education and Ms. Shigeko Williams, Counselor for Adult and High School programs. The TCUSD is represented by Robert Westgate, Principal of the Dr. Doug Sears Learning Center.

The teams have been actively engaged in designing the articulation between PCC, PUSD, and TCUSD for student transitions from the Adult School to PCC's both credit and noncredit programs. This team continues to review the current program status for ongoing adjustments to existing policies and practices.

PAC recognizes the need to focus more deliberately to make adults and members of the service area better aware of programmatic options available. This will be done through the building of stronger, more comprehensive communication mechanisms and marketing material which are linguistically accessible, including brochures and a dedicated job

training information website. Information will be available at key PAC facilities. Accordingly, training and professional development opportunities will be made available for lead support staff.

## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

The Pasadena Area Consortium (PAC) was created in response to California Assembly Bill 86. The purpose was to develop plans for expanding and improving adult education services by seamless transitions for adult students to the workforce and higher education. The historical significance of the consortium extends back to 1979, when PCC, PUSD, and the City of Pasadena agreed to establish a Community Skills Center to offer adult education programs. The now-renamed Community Education Center was opened in 1996 and houses both credit and noncredit programs.

PAC remains committed to providing instructional opportunities that are designed to advance adult learners into living waged employment. Across the past three years, PAC has assessed the needs of the community and forecasts from the Labor Board and is expanding CTE classes. Collaborations have been built or strengthened since 2014. Over the past three-and-a-half years, the PAC has built a strong foundation to provide quality educational and workforce services to adults in the region. The efforts to build capacity are hitting full stride and robust outcomes will be evident with data reporting over the next three years.

### **CONSORTIUM**

Pasadena City College (PCC) and K-12 Unified School Districts, Pasadena Unified School District (PUSD) and Temple City Unified School District (TCUSD) comprise the members of the Pasadena Area Consortium (PAC).

Pasadena Unified School District  
Temple City Unified School District  
Pasadena City College

Serving a diverse group of students, the PAC members offer classes in the following CAEP program areas:

### **CAEP Program Areas**

Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency

- Adult Basic Education (ABE)
- Adult High School Diploma (AHSD)
- General Education Development (GED)

### **Adult Secondary Education (ASE)**

Programs for immigrants eligible for educational services in citizenship workforce preparation

- Citizenship
- Driver Training Preparation

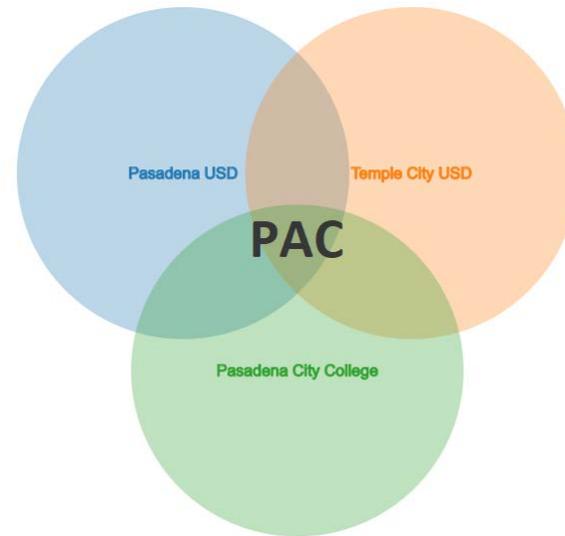
### **English as a Second Language (ESL)**

Programs for adults, including, but not limited to, older adults that are primarily related to entry or reentry into the workforce

- ESL
- VESL

### **Career Technical Education (CTE)**

Programs for adult, including, but not limited to, older adults, that are primarily designed to develop knowledge and skill to assist elementary and secondary school children to succeed academically in school



- Parent University
- Programs for adults with disabilities
- Project Search

#### CTE training programs that are short term in nature and have high employment potential

- Hospitality/Culinary
- Building Inspection

CTE pre-apprenticeship training activities to be conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

- Program for Pre-Apprenticeship

### **CONSORTIUM PLANNING EFFORTS**

The PAC planning efforts and activities will incorporate classes, training, apprenticeship, and internship opportunities which will be made available to adult learners throughout the service area from 2019-2020 to 2021-2022. The vision, goals, activities, and outcomes of the PAC plan builds on the directives, achievements and learning evolving from the prior 2015-2018 plan. PAC will continue building pathways and transitions, combined with student success support services, to advance skill building, learning, and workforce entry opportunities for adult learners in the community. Throughout his three-year plan, PAC members will maintain a focus on Professional Development (PD) engagements for administrators, faculty, and staff to ensure the strategic vision of the consortium remains a consistent and lead priority.

## **2.2 Pre-Planning Assessment**

### **Background**

In evaluating current levels of educational programs for adults, the need to more efficiently provide services to residents in the southwest portions of the service area became apparent. Adult education opportunities have not been strategically planned and/or offered in this area for nearly eight years. In review of enrollment data, is positioned well to serve a significant portion of the service area bordered on the north by Arcadia and East Pasadena, on the west by San Gabriel and Alhambra, on the south by Rosemead, and on the east by El Monte. TCCAE is leading consortium efforts to align school and workforce efforts to train employees for regional industry and employers and is working in concert with PAC members to bring in new partners to help in leveraging funds and provide services.

Alhambra USD has not offered Adult Education classes in nearly eight years and Arcadia and San Gabriel have never had CDE chartered adult schools. CAEP lists Alhambra USD and San Gabriel USD as members of the Los Angeles Regional Adult Education Consortium, but TCCAIE would assert that residents in those cities will be better served by Temple City Community Adult Education. While analysis of enrollment data from East Los Angeles College would be necessary to confirm the assertion, TCCAIE posits that a significant majority of Alhambra, San Gabriel and, of course, Temple City residents would simply not attend classes at East Los Angeles College because the campus is too large and confusing.

While the number of 2017-18 Pasadena Area Consortium students served and instructional hours provided were not to a level desired by consortium members, PAC is making strong efforts over the next three years to improve those outcomes. Temple City Community Adult Education is working in concert with PAC members to bring in new partners to help in leveraging funds and provide services. Most notable are the number of AJCCs on the list. TCCAIE is leading consortium efforts to align school and workforce efforts to train employees for regional industry and employers.

The PAC partnership for adult education exists within a larger framework for collaboration between the City of Pasadena, its K-12 School District, Higher Education, and the many community-based organizations serving the area. A long history of major agencies operating within silos has spurred an effort to utilize a “community schools” framework to better align services along shared goals and to improve student outcomes. A key part of the planning process, in addition to continued planning with the partners above, will be engaging additional key partners such as:

- Pasadena Chamber of Commerce
- Rosemead Chamber of Commerce
- County/City Libraries of Pasadena
- Industry Employer Groups
- Literacy Coalitions such as San Gabriel Valley Literacy Council
- Economic Development Regions
- County Social Services and PCC administration supervising CalWorks

Non-profit community organizations such as Ideal Youth, Planned Parenthood

Equally, for Pasadena City College is the recognition that a key component for the achievement of improved outcome expectations will be the added development of stronger outreach to and collaboration with industry stakeholders. These

efforts will be strategically targeted on achieving a grounded understanding of the needed skills for successful transition of adults into jobs, leading to the design and delivery of relevant, short-term training and certificate programs.

The directed focus of these activities will emanate from the assessment of our engagements, outcomes, successes and failures across the prior three-years. The assessment of these data reveal that working closely with key business and industry program advisory committees is an essential activity in targeting efforts towards key industry sectors which have high employment and job growth as central components of their businesses. One such industry sector for the PAC service area is hospitality/entertainment/culinary/tourists.

PCC established a Hospitality Advisory committee comprised of key, leading business in the service area (see Table below). Through collaborative and informative discussions with committee members, a successful Hospitality Management Training program was implemented. Across the past 14 months, the program has proven to be viable and has led to eight individuals moving into full-time jobs in the workforce. Building on this success, PCC will look to expand through the creation of a Culinary Training Center which will be designed to meet the needs of adult learners seeking short-term workforce specific training opportunities, credit-based hospitality/culinary certificate programming, high school transitional pathways, and community-based educational programs.

Additionally, inaugural programs offerings in Building Inspection and Senior Care Attendant will be offered to provide adults with specific skills needed to prepare them for entry into jobs in growing industry sectors within the PAC service area and beyond.

Continuing to strengthen the infrastructure and to create more consistent communications with our partners in business and industry will be a lead strategic goal of PAC members. The assessment of data from the prior three years, has informed our efforts towards the goal of attracting more adults to complete programs in basic skills trainings, earning a high school diploma or the equivalent, completing CTE and citizenship courses, and build work-based skills that will help them secure employment in the workforce.

The PAC is exceptionally well-positioned in the region to provide the identified and needed programs and services to close skill gaps for adult learners and to equip them with the skills and educational qualifications necessary for job success and future well-being.

# You're Invited



## Hospitality Advisory Committee Meeting

*Your expertise is needed!*

*Pasadena City College is hosting an Advisory Meeting to share the latest news about our Hospitality Operations program. We want to hear from industry professionals to engage in a collaborative conversation about the hospitality sector and get feedback on our curriculum.*

*Your input will help us refine our training and ensure we prepare a future workforce that will meet your hiring needs.*

**Date:**

**Thursday, March 14 , 2019**

**Time:**

**2:00 pm - 3:30 pm**

**Location:**

**Pasadena City College  
1570 E. Colorado Blvd, Pasadena, CA 91106  
C Building  
President's Conference Room C-233**

Parking information will be sent once your RSVP is received.

*Come join us!*

Please RSVP to Mayra Basteris  
Email: [mbasteris@pasadena.edu](mailto:mbasteris@pasadena.edu)  
Phone: (626) 585-3010



## **PCC Hospitality Advisory Committee**

<b>Name</b>	<b>Company</b>
Ray Jan	Rosemead Chamber
Brian Gomez	Rose Bowl Stadium
Charles Thompson	Rose Bowl Stadium
Julie Bilek	Two Bit Circus
Brandon Ball	Two Bit Circus
Rigo Salas	Levy Restaurants
Martin Moreno	Mohana Human Resources
Antia Yang	Panda Restaurant Group
Elizabeth Wu	Panda Restaurant Group
Stephanie Enojado	Panda Restaurant Group
Cecilia Leung	Little Flower/Lincoln
Ruth Martinez	City of Pasadena
Robin Gamino	The Langham Hotel
Naz Sabripour	Pasadena Convention Center
Diana Ling	Department of Rehabilitation
Michael Ross	PCOC
Alex Montes	California Pizza Kitchen
Janice Lupien	Arroyo Vista Inn
Ingrid Kuo	Nothing Bundt Cakes
Chrstina Uzeda	Hotel Constance
Ivy Frazier	Hotel Constance
Duan Hall	Romanesque Catering
Ron Hobbs	Castle Catering
Randy Hoffman	Central Grille (California Banquet Corp)

During the 2015-2018 period, Pasadena Unified Twilight Adult completed the Consortium Program Quality Self-Assessment tool for 2015-2018. The tool focused on the quality of our collaboration and impact within our communities. The table is designed to assess PAC's progress made, strengths and opportunities for improvement, which is important for developing strategies to enhance policies, procedure, and opportunities for improvement. This needed to be done as a consortium so to best develop strategies to enhance policies, procedures and practices for the three-year PAC Consortium plan 2019-2022. Currently, the report represents only PUSD's viewpoint.

### **Interpretation**

PUSD leadership completed the tool using a five-point rating scale 1-5. As part of the self-assessment discussion, PUSD leadership along with staff added some insights to elaborate on the leadership ratings. The table displays the number of areas that were rated at each level of effectiveness. In total 36 areas were rated, on a micro level (PUSD only).

- Capacity is an area where (PUSD) has made the greatest strides - an important foundation that has been building since 2014.
- Connections is a domain that is still evolving as different parts of the consortiums area becomes engaged in the process / opportunities being offered.
- PUSD leadership identified higher or lower ratings from their viewpoint because this survey was done alone and could not be evaluated with overall consortium ratings.
- Some areas had split ratings because of difference in PUSD leadership viewpoint as survey responses were singular rather than by consortium.
- Only three areas received a rating of one.

### **Quality Indicators**

PUSD reviewed quality indicators in five areas:

1. Capacity
2. Connection
3. Entry
4. Progress
5. Completion/ Transition

**Table 1. Regional Service Providers**

Provider Name	Provider Type	Address or Location	ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	If other, please provide a brief description of services provided
<i>XYZ Agency</i>	<i>Business/ Industry</i>		X	X	X	X	X	X	X	X	
Terraces at Park Moreno	Medical	2587 E. Washington Pasadena, CA 91106				X					
Foothill WIB	JCAA	1207 E. Green St. Pasadena, CA 91107						X			
Flintridge Center	Construction	236 W. Mountain St. Suite 206 Pasadena, CA 91103						X			
Homeboys Industries	Education	130 Bruno St. Losa Angeles, CA 90012	X	X		X					
Huntington Hospital	Medical	100 W. California Pasadena, CA 91105				X		X			
Kaiser Hospital Pasadena Medical Offices	Medical/ Business Services	3280 E. Foothill Blvd Pasadena, CA 91107				X		X			
Ability First	People with disabilities programs	1300 E. Green St. Pasadena, CA 91106				X	X				
Lanterman Regional Center	Regional Center	3303 Wilshire Blvd. Suite 700 Los Angeles, CA 90010				X	X				
AMUT	Medical	20300 Vermont Ave. Unit # 105 Torrance, CA 90502				X		X			
Outward Bound	Environmental Science	1905 Lincoln Building D Pasadena, CA 91107	X	X		X		X			
HomeInstead	Medical	200 E. Del Mar #350 Pasadena, CA 91105							X		

## 2.3 Community Need and Customers

### SECTION 2.3 – COMMUNITY NEED AND CUSTOMERS

#### A. Demographic Profile of Region

Many local Pasadena area local residents are not aware or do not fully understand the importance of adult education and how it serves the community. It is clear that adult education has provided a second opportunity for individuals to obtain a high school diploma or equivalency. It has opened the door to literacy and increased basic skills for untold numbers of undereducated residents. Adult Education programs have served as portals for millions of immigrants to participate in American society through language and citizenship courses. For both immigrants and residents alike, adult education has provided limited short-term Career Technical Education (CTE) programs leading to viable employment in a vast array of fields and apprenticeship programs.

It is clear that too many individuals who fall too far below collegiate-level English and mathematics who are required to take developmental courses three or four levels below the collegiate level have extremely high attrition rates. This translates into failing to pursue their college goals. Adult education programs are best positioned to provide developmental education at these levels (whether full courses or modular models). Yet, there is still a gap between remedial education and job-training, and degree programs. Adult learners may start specific courses or programs but make, little, if any, progress towards obtaining degrees.

Critical issues for adult learning are twofold:

- (1) Increasing global economic competition, and
- (2) Rapid pace of technological changes.

These two critical issues are revolutionizing the skills and educational qualifications necessary to individual job success and national economic well-being.

The PAC will take the leadership in representing its service area to serve the adult population by assessing the need, identifying gaps in programs and services, creating strategies to increase capacity, and establishing best practices in serving the adult learner.

To better understand the regional community, PAC members began the Three-Year plan process by analyzing demographic data for the 7 primary cities served by the consortium. (Census data is not available for La Canada / Flintridge.) In Table 4 are total residents by race and ethnicity and Table 5 shows this breakdown by percent of total city population.

Table 4 – Ethnic/Racial Demographics of All Pasadena Area Consortium Regional Cities

City	Total Population	Hispanic	Asian	White	African American	Hawaiian Pac. Isl.	Am. Ind. Alaska	Two or More
Alhambra	83,089	28,582	43,957	7,451	1,281	81	538	1,199
Altadena	42,777	11,502	2,307	16,801	10,136	71	300	1,660
Arcadia	56,364	6,799	33,353	14,261	681	16	186	1,068
Pasadena	137,122	43,340	19,595	54,719	14,650	134	827	3,857
San Gabriel	39,718	10,189	24,091	4,253	388	43	220	534
South Pasadena	25,619	4,767	7,973	11,072	771	9	107	920
Temple City	35,558	6,853	19,803	7,862	283	31	150	576
<b>Total</b>	<b>420,247</b>	<b>112,032</b>	<b>151,079</b>	<b>116,419</b>	<b>28,190</b>	<b>385</b>	<b>2,328</b>	<b>9,814</b>

Source: American Community Survey, Census 2010: American FactFinder

Table 5 – Ethnic/Racial Demographics of All Pasadena Area Consortium Regional Cities as Percent

City	Hispanic	Asian	White	African American	Hawaiian Pac. Isl.	Am. Ind. Alaska	Two or More
Alhambra	34%	53%	9%	2%	0.10%	0.65%	1.44%
Altadena	27%	5%	39%	24%	0.17%	0.70%	3.88%

<b>Arcadia</b>	12%	59%	25%	1%	0.03%	0.33%	1.89%
<b>Pasadena</b>	32%	14%	40%	11%	0.10%	0.60%	2.81%
<b>San Gabriel</b>	26%	61%	11%	1%	0.11%	0.55%	1.34%
<b>South Pasadena</b>	19%	31%	43%	3%	0.04%	0.42%	3.59%
<b>Temple City</b>	19%	56%	22%	1%	0.09%	0.42%	1.62%
<b>Total</b>	27%	36%	28%	7%	0.09%	0.55%	2.34%

Source: American Community Survey, Census 2010: American FactFinder  
<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

This initial analysis reveals that 72% of the residents in the region served by PAC are non-white, more than 1/4th identify as Hispanic, and more than 1/3rd of them are Asian. Understanding the diversity the consortium serves is a critical component to devising this plan.

TCCAIE analyzed the American Community Survey data for surrounding cities looking at the population characteristics of residents who could use TCCAIE services for ESL/Citizenship, HSD/HSE, and ABE. The analysis of the region below focuses on those characteristics of the population that would indicate there is a need for those services.

Table 6 below shows 2017 population of adults, and totals and percentages of English Learners, high school dropouts , and foreign born, all population who could potentially use TCCAIE services from Temple City and the cities surrounding:

Table 6 – Characteristics of Temple City and Surrounding Cities

<b>City</b>	<b>Total Population Over 20 Years of Age</b>	<b>5 Years &amp; Older Speaks English &lt; “Very Well”</b>	<b>As % of Total City Population</b>	<b>Residents over 25 &amp; No HSD or HSE</b>	<b>As % of Population Over 25</b>	<b>Total Number of Foreign Born</b>
<b>Temple City</b>	27,657	11,869	33.4%	4,037	11.4%	17,636
<b>Alhambra</b>	68,604	27,322	33.7%	11,412	18.3%	42,246

<b>Arcadia</b>	44,598	16,926	30.5%	3,396	6.0%	28,484
<b>San Gabriel</b>	32,141	15,640	41.1%	5,987	20.3%	22,152
<b>Total</b>	<b>173,000</b>	<b>71,757</b>	<b>33.4%</b>	<b>24,832</b>		<b>110,518</b>

Source: American Community Survey 2017 Estimate: American FactFinder

The need for educational services is overwhelmingly apparent. The census measures the population of residents who speak English “Less Than Very Well” from ages 5 and older. While some of the total would be 5-17 year-old English learners, the vast majority would be 18 and older. In Temple City alone nearly 12,000 residents 5 and older speak English “Less Than Very Well” and more than 4,000 residents over the age of 25 do not have a high school diploma or equivalent. Also, 17,636 residents of Temple City (representing almost 50% of the total population) is “Foreign Born.” While not all would be eligible or need to pass the Citizenship Exam, even a small fraction of that amount would be significant.

When the cities surrounding Temple City are considered, the need is staggering. As the Table indicates, nearly 72,000 residents 5 and older speak English “Less Than Very Well,” nearly 25,000 residents do not have a diploma or equivalent, and over 110,000 residents are Foreign Born. Below are totals and percentages of the population of cities in the region who would potentially need Pasadena Area Consortium services:

Table 7 – Characteristics of All Pasadena Area Consortium Regional Cities

<b>City</b>	<b>Total Population Over 20 Years of Age</b>	<b>5 Years &amp; Older Speaks English &lt; “Very Well”</b>	<b>As % of Total City Population</b>	<b>Residents over 25 &amp; No HSD or HSE</b>	<b>As % of Population Over 25</b>	<b>Total Number of Foreign Born</b>
<b>Alhambra</b>	68,604	27,322	33.7%	11,412	18.3%	42,246
<b>Altadena</b>	35,443	5,152	12.0%	3,424	10.4%	4,048
<b>Arcadia</b>	44,598	16,926	30.5%	3,396	6.0%	28,484
<b>Pasadena</b>	112,293	22,828	17.3%	12,770	12.4%	42,587

<b>San Gabriel</b>	32,141	15,640	41.1%	5,987	20.3%	22,152
<b>South Pasadena</b>	19,345	765	4.1%	3,217	13.0%	7,119
<b>Temple City</b>	27,657	11,869	33.4%	4,037	11.4%	17,636
<b>Total</b>	<b>340,081</b>	<b>100,502</b>		<b>44,243</b>		<b>164,272</b>

Source: American Community Survey 2017 Estimate: American FactFinder

### **Description of the Regional Job Market**

To better understand the region's job market, the process of creating a robust, sustainable PAC Regional Career Training Plan (RCTP) began with analysis of the 2019 San Gabriel Valley Economic Partnership (SGVEP) Economic Forecast and EDD's Labor Market Info Division (LMID). A critical component of the PAC plan is to get member CTE programs on listed on the state Employment Training Provider List (ETPL) and the Los Angeles County Intrastate Training and Resource Network (I-TRAIN). Once that occurs, the plan will be revised from additional input from Workforce Development Boards and AJCCs.

Some critical assumptions inform the creation of the RCTP. One is understanding that K-12 members re providing short-term vocational programs, which would describe the above program. Another assumption is understanding how K-12 and CCD members work in concert depending on the CTE programs each member currently offers. Finding pathways from one member to another must be explored to best provide CTE services.

The initial data analysis revealed Patient Care / Health Care is an important industry for job growth for the region served by PAC. As noted in the SGVEP Forecast (pg. 25):

Employment is expected to increase this year and again in 2020. This trend is being driven by demographics (population growth, an aging population, retiring baby boomers, and increased life expectancy), employment growth (health care is a consumer good), and healthcare reform, which has expanded the number of individuals with access to health insurance coverage.

LMID data revealed that from 2017-2027 the region will add 17,037 Dental Assistant (DA) positions, 32,675 Medical Assistant (MA) positions, 27,869 Home Care Aides (HCA), and 50,746 Certified Nursing Assistants (CNA). While data shows that HCA and CNA positions offer wages that are less than the California Self-sufficiency Wage, consortium members have seen upward pressure on wages for students in starting positions.

Due to this data, the RCTP will continue to focus on short-term Health Care programs as mentioned above. LMID data also noted significant growth in food services. LMID shows that First-Line Food Supervisors of Food Preparers will add 45,836 jobs from 2017 to 2027.

## Regional Demographics

### Educational Attainment over Age 25

- Less Than 9th Grade
- 9th-12th Grade
- High School Graduation
- Some College
- Associates Degree
- Bachelor Degree
- Graduate Degree

Education Attained	Count	Percentage
Less Than 9th Grade	8,093	7.86%
9th to 12th Grade	4,677	4.54%
High School Graduate	14,148	13.74%
Some College	16,055	15.59%
Associates Degree	7,389	7.18%
Bachelors Degree	28,376	27.56%
Graduate Degree	24,236	23.54%

## Earnings by Educational Attainment

- Average
- Male
- Female

<b>Educational Attainment</b>	<b>Average</b>	<b>Male</b>	<b>Female</b>
Overall	\$46,933	\$52,273	\$41,253
Less Than High School	\$19,315	\$22,005	\$15,176
High School Grad	\$25,284	\$28,982	\$20,932
Some College	\$36,307	\$41,340	\$32,215
Bachelors Degree	\$60,787	\$71,181	\$51,065
Graduate Degree	\$79,385	\$92,009	\$71,091

**Average Earnings: \$46,933**

**Average Male: \$52,273**

**Average Female: \$41,253**

## Leading Economic Factors for the Region

<b>Economy</b>	<b>Region</b>	<b>United States</b>
<a href="#"><u>Unemployment Rate</u></a>	5.80%	6.30%
<a href="#"><u>Recent Job Growth</u></a>	2.50%	1.18%

<u>Future Job Growth</u>	39.20%	36.10%
<u>Sales Taxes</u>	9.00%	6.00%
<u>Income Taxes</u>	6.00%	4.72%
<u>Income per Cap.</u>	\$40,839	\$28,051
<u>Household Income</u>	\$68,310	\$53,046
<u>Family Median Income</u>	\$82,540	\$64,585
<b>ESTIMATED HOUSEHOLDS BY HOUSEHOLD INCOME</b>		
<u>Income Less Than 15K</u>	11.41%	12.61%
<u>Income between 15K and 20K</u>	3.57%	5.33%
<u>Income between 20K and 30K</u>	8.06%	10.57%
<u>Income between 30K and 40K</u>	7.65%	9.90%
<u>Income between 40K and 50K</u>	7.57%	8.95%
<u>Income between 50K and 60K</u>	6.37%	8.08%
<u>Income between 60K and 75K</u>	9.47%	10.09%
<u>Income between 75K and 100K</u>	12.19%	12.25%
<u>Income between 100K and 150K</u>	15.70%	12.82%
<u>Income between 150K and 200K</u>	7.16%	4.78%
<u>Income greater than 200K</u>	10.85%	4.64%

## Partners

PUSD/TAS participates in the Pasadena Area Consortium Advisory Board, which gives the consortium and school input from key industries and community members regarding the development, implementation and evaluation of CTE programs. PUSD/TAS collaborates with regional partners, such as Homeboy Industries, Outward Bound Adventures, Flintridge Center, Foothill Workforce Board, Ability First, Kaiser, Huntington Hospital, Lanterman, Home Instead, and the Department of Rehabilitation to ensure that all learners are quipped to succeed in a global marketplace.

## PAC Collaboration

Each PAC member has its own identity and initiatives, many which do not currently overlap with other PAC members. Therefore, PAC focuses on those initiatives where collaboration is beneficial - from a student's outcomes and cost perspective, namely students benefit, particularly in expediting completion rates into meaningful career and academic pathways and cost benefits by eliminating unnecessary duplication.

## 2.4 Identifying Goals and Strategies

### Vision and Mission

#### PAC's vision and mission statements are:

The Pasadena Area Consortium **Vision** (PAC) will provide academic and workforce skills training and teaching excellence for adult learners in a supporting community that promotes higher educational pathways or workforce preparation goals through noncredit or credit CTE programs.

The Pasadena Area Consortium **Mission** (PAC) will sustain, expand and improve adult education

To achieve our vision and mission, PAC will leverage community resources through a structured and collaborative interagency approach. Our programs will be student centered, data driven, and focused on best practices. Adult education (AE) students will:

- Gain 21st century skills
- Meet their employment, academic, and civic goals
- Contribute to the economic vitality of the Los Angeles region

To address community needs outlined in section 2.3 and to improve student outcomes, TCCAIE has identified immediate, short-term, intermediate, and long-term goals and subsequent activities to achieve those goals TCCAIE's most immediate goal is to grow existing programs in ESL, ASE, and ABE. Currently TCCAIE offers Citizenship and ESL Level 1 – Level 4

classes at night and combination ESL Level 1/2 and Level 3/4 during the day. The goal is to expand the program such that the school offers classes in all ESL Levels morning and night, as well as ESL bridge classes to prepare students to transition to community college. Also, currently TCCAЕ offers only a night program for HiSET, ABE, and High School Diploma. The school has a goal to expand those programs to daytime hours.

A short-term goal for the school and the consortium is improved professional development to align curriculum and instruction with new college and career readiness standards. An intermediate goal is for the school to become a Title II WIOA institution and receive supplemental federal funds for ESL, ASE, ABE and EL Civics programs. These leveraged funds would help sustain the immediate goal of program growth mentioned above and assist in meeting one of the critical goals of the AB104 legislation. The school will increase numbers served during 2019-20 and make a strong case for funding in the Request For Application (RFA) due in the spring of 2020.

A long-term goal is to create a Regional Career Training Plan. This Plan calls for creation of robust TCCAЕ Career Technical Education programs in concert with the consortium and the region and funded by Title I Individualized Training Agreements through American Job Centers of California. This goal has many substantial and not easy intermediate actionable steps including: planning with regional stakeholders and businesses as to which CTE programs to start, creating course outlines for those courses, becoming accredited by the Western Association of Schools and Colleges (WASC), and getting listed on the state Employment Training Provider List (ETPL) and the Los Angeles County Intrastate Training and Resource Network (I-TRAIN).

These goals are driving plan efforts and activities. The following Logic Models demonstrate the consortium has actionable steps and key indicators to achieve these goals.

### **Strategic Priority 1: Pathways and Bridges**

For Strategic Priority 1: Pathways and Bridges, the two driving concepts are **seamlessness and collaboration**. The overarching goal is:

#### **Strategic Priority 1. Goal - Pathways and Bridges**

**PAC will create, implement, share evaluate, and improve AE student access to pathways and bridges across all CAEP programs within member districts to accelerate student progress and achieve student outcomes**

In keeping with PUSD mission, we will sustain, expand, and improve pathways and transitions with tracks:

- From AE USD's and PCC noncredit courses into PCC credit programs
- For adult learners into short-term and advanced CTE offerings, with Incorporation of integrated Education and Training (IET) for offering instruction that simultaneously provides adult education and literacy and workforce

preparation and training.

- Identify areas for partnership with community organizations and review potential challenges. How to address them leveraging funds, services, etc.
- From AE USD and PCC noncredit to PCC credit programs, especially in math and English, in support of AB705
- From AE USD's and PCC to universities
- From AE USD's and PCC into careers, including working with employers as partners

### ***Strategy 1.1 Pathway Maps***

Many students can be overwhelmed by the selection process, which can be too complex for many students to navigate. As a result, many AE students may take more classes than needed; some may not be as successful as they could be; and, if they do complete a degree or certificate, it may take them longer than necessary.

To help address this issue, PAC will develop Pathways Maps, which are one-page summaries, by CTE or academic pathway, that highlight:

- The bridges and pathways from the 2 AE USD's into the PCC (noncredit programs) as well as four-year institutions.
- Transition support services and activities
- Job titles and wages that are possible at each level of the pathway
- Certificates and degrees that are feasible at each level of the pathway
- Certain activities may need to be leveraged in order to become operational.

Such Pathway Maps are useful guides in multiple ways:

- Pathway Maps are more student-oriented in their approach and can simplify student's decision-making, which helps them achieve their educational goals faster.
- Students can better understand how they can achieve their education and career aspirations.
- Pathway Maps show how students can explore careers, select majors, and develop course sequence plans.
- Faculty and advisors are involved in developing the pathway maps and can refer to them in providing guidance to students.
- Pathway Maps help to meet students where they are, help them establish goals, and provide them with more direct path to their chosen fields.
- As AE students' progress through a CTE or academic pathway, PAC can assess how programs and services are delivered and meet AE student's needs, including how best to address any barriers or inefficiencies identified.

The focus will be on developing Pathway Maps that lead to the highest employment potential, while benefiting the greatest number of AE students who will pursue those career and academic opportunities in those fields.

PUSD / TAS will continue to enrich math, English, or ESSL courses at the AE USD levels that can serve as “bridges into CAE or credit pathways in collaboration with the community colleges

### ***Strategy 1.2 Shared Information Databases***

PAC can provide an important service by building **online access** to AE USD / PCC WEBSITE

- AE student's pathway choices
- Student assessment test scores, transcript, records, etc.
- Program and course offerings, including fees.

A first step entails improving information sharing regarding what each PAC member district offers. It is currently challenging for students, as well as faculty staff, and administrators, to know what is available and what, if any, prerequisites are needed. Adding to the complexity is that the community college uses a different taxonomy for cataloging course offerings (e.g., basic skills math may be shown in the math listings or AE listings with non-cross-references).

The individual PAC members are identifying different software options that will help facilitate improvements in sharing information.

### ***Strategy 1.3. Dual Enrollment***

PUSD / TAS will pilot dual enrollment with PCC / Credit & No Credit Classes. With Dual enrollment, students from the AE USD's enrollment in credit classes taught by community college faculty. The AE courses counted both toward AE students' high school diplomas and college faculty. The AE courses counted both toward AE students' high school diplomas and college courses. Dual enrollment for AE students will have multiple benefits:

- The experience will give AE students the confidence that they could continue on with their studies in college
- It simultaneously accelerates students' progress to high school graduation and progress toward college outcomes, including certificates and associate degrees.
- This practice will help shorten AE students' timeframe for transitioning to college by completing college credit courses.

Today, the State's coding system does not allow AE students to participate in dual enrollment classes for free (as is the case with K-12 students), eroding PAC ability to replicate and expand this model through the region. The PAC Board envisions AE USD students in high school diploma and high school equivalency programs have the same opportunity to participate in dual enrollment.

### ***Strategy 1.4 Family Success Initiatives***

PUSD / TAS supports “Adults Training to Support Child School Success” offerings. Such programs provide” ...education and training to adults, typically parents and community members, to help school-aged children succeed in school.”

PUSD / TA has already established parent university cross-district and community collaboration. The program empowers all families to support student success and strengthen school communities:

#### **Family Resource Center (FRC) PUSD**

PRC uses a strengths-based approach to increase school, family, and community partnerships while promoting the assets of parent-child bilingualism and biliteracy. Adults are enrolled in TAS aligned workshops which enhance the following components of the nationally recognized, evidence-based model of Family Literacy: Parent Education, Childhood Education, and Parent -Child interactive Literacy Activities. According to the Goodling Institute for Research in Family Literacy, when parents and children learn together in interactive literacy activities, a cohesive family learning environment is modeled and supported, proving a coherent success strategy for low-income and marginalized families.

**PUSD/FRC classes include** Parent Education modules that are student driven and student selected. Each these modules are supported by State-approved Workforce Innovation and Opportunity Act (WIOA) English Literacy and Civics (EL Civics) lesson assessment.

### ***Strategy 1.5 Other Adult Education Populations***

Our PAC goal is to provide every individual with equitable access to meaningful educational services. PAC’s “higher-barrier populations” (e.g., immigrants, disabled workers, re-entry students, and individuals with low literacy rates) will benefit from improved pathways and transitions. PAC’s AE student population includes a vulnerable population - some students are homeless or formerly incarcerated, emancipated youth from the foster care system, or non-high school completers. PAC plans for an increased focus on AE student's unmet needs, in accordance with CAEP guidelines for Workforce Entry/Re-Entry and Adults with Disabilities (AWD).

### ***Strategic Priority 2: Student Success Support***

Support services are central to the success of adult learners. It is important for learners to be informed about program offerings or other options that will increase their income potential and guide them as needed from enrollment through successful completion. It is also important for students to know about and have access to programs or services designed to assist them in addressing their personal needs so that they can continue their education.

There are many ways that PAC can support these AE students. Student success Support strategies overcome even greater challenges. The most direct goal of a Student Success Support is to increase recruitment and retention of AE students so that they meet or exceed their initial goals. Importantly, this can involve institutional staff establishing personal relationships with the students, while working with students, so that they can move beyond their initial purpose in attending classes to see the potential in taking advantage of other school offerings.

## **Strategic Priority 2. Goal - Student Success Support**

Provide AE students with comprehensive support, including opportunities, motivation, inspiration, recognition to *help them* move from where they are to where they want to be. There are four key strategic directions to be adopted by PAC in Student Support that will help accomplish our goal.

### ***Strategy 1: Comprehensive Orientations***

All students are limited in the amount of time they can spend attending classes and other required sessions. This is especially true of adult learners. PAC promotes comprehensive orientation for all AE students, including the development of an orientation program with information common to PAC member's districts. There are multiple models for providing these sets of information to students. The intention is to develop options that can inform potential students in different ways. Using the materials prepared for the orientation, PAC can design recruitment materials and outreach efforts to attract new students.

### ***Strategy 2: New Approaches to and Tools for Advising***

Adult learners can benefit from different modes of support. Experience demonstrates the power of AE learners' personal connection to someone on campus. AE students benefit when they can reach out to someone - an instructional faculty member, a counselor, a navigator, an administrator, or staff member - who knows their challenges. This connection requires multiple touch-points, including people willing and able to take on the task of "intrusive advising" implementing professional development for faculty and staff especially about how to intervene in crisis situations and where to direct the student for access to necessary resources - will be central. It will be important to define the roles that are needed and ensure that AE learners have access to the people that can support them.

### ***Strategy 3: Support for Adults with Disabilities (AWD)***

PAC district members provide services for AWD's with a range of needs and accommodations. A focused PAC-wide approach to AWD student success will be central to underscoring student achievement and success. In addition to augmenting disability advisor staff, there is a need for assessment tools that can help identify learning and other

disabilities so that students not meeting standards when initially tested and assessed are supported effectively.

#### ***Strategy 4: Metrics for Measuring Success***

How does the PAC measure Success? Across the next three years the PAC will establish a Data and Accountability Workgroup to align the data-related efforts of all member-districts. Consistent with the Data and Accountability Workgroup charge is the need to help AE students complete their programs, and recruitment, retention, progress, and outcome metrics. More information is needed, including what interim goals are appropriate. The data elements to be gathered will be helpful to support academic and counseling faculty as well as advisors and others as they support students' progress. When they are reported in aggregate, key metrics related to student educational milestones will generate information helpful to assess how well the programs and initiatives are supporting student success

#### ***Strategic Priority 3: Professional Development***

PAC will support a culture shift to continuous improvement and collaboration among staff, administration, and teachers to foster student success. There are six primary, strategic elements in the PD strategic priority.

##### ***Strategy 3.1 Professional Learning Communities (PLCs)***

PAC members will create and support Professional Learning Communities (PLCs) at all school sites that are student-centered, teacher-driven, and administrator-supported.

##### ***Strategy 3.2 Research-based, Best Practices in Professional Development***

PAC will explore and recommend PD that is research-based and embodies best-practices for each program area and adopt a new model for the role based on recommendations and research of other consortia.

##### ***Strategy 3.3 Coordinated PD***

PUSD/TAS will use teams to create coordinated staff development plans for each subject area and general teaching training. Staff can work together to review PAS goals, evaluate feedback from stakeholders, research and recommend training, select trainers or training providers, and work with PAC staff to coordinate and promote PD opportunities.

##### ***Strategy 3.4 Online Platform for Information-Sharing***

To provide equity, access, and collaboration, groups will work with PAC staff to create an online platform for information sharing and networking. This online platform may include PD option; consortium calendar; information about upcoming

events; current research; and opportunities for networking, discussions, and curriculum sharing. Best practices and PD listings will include teacher feedback and reviews.

### ***Strategy 3.5 Administrator-Advisor-Coordinator Support Roles***

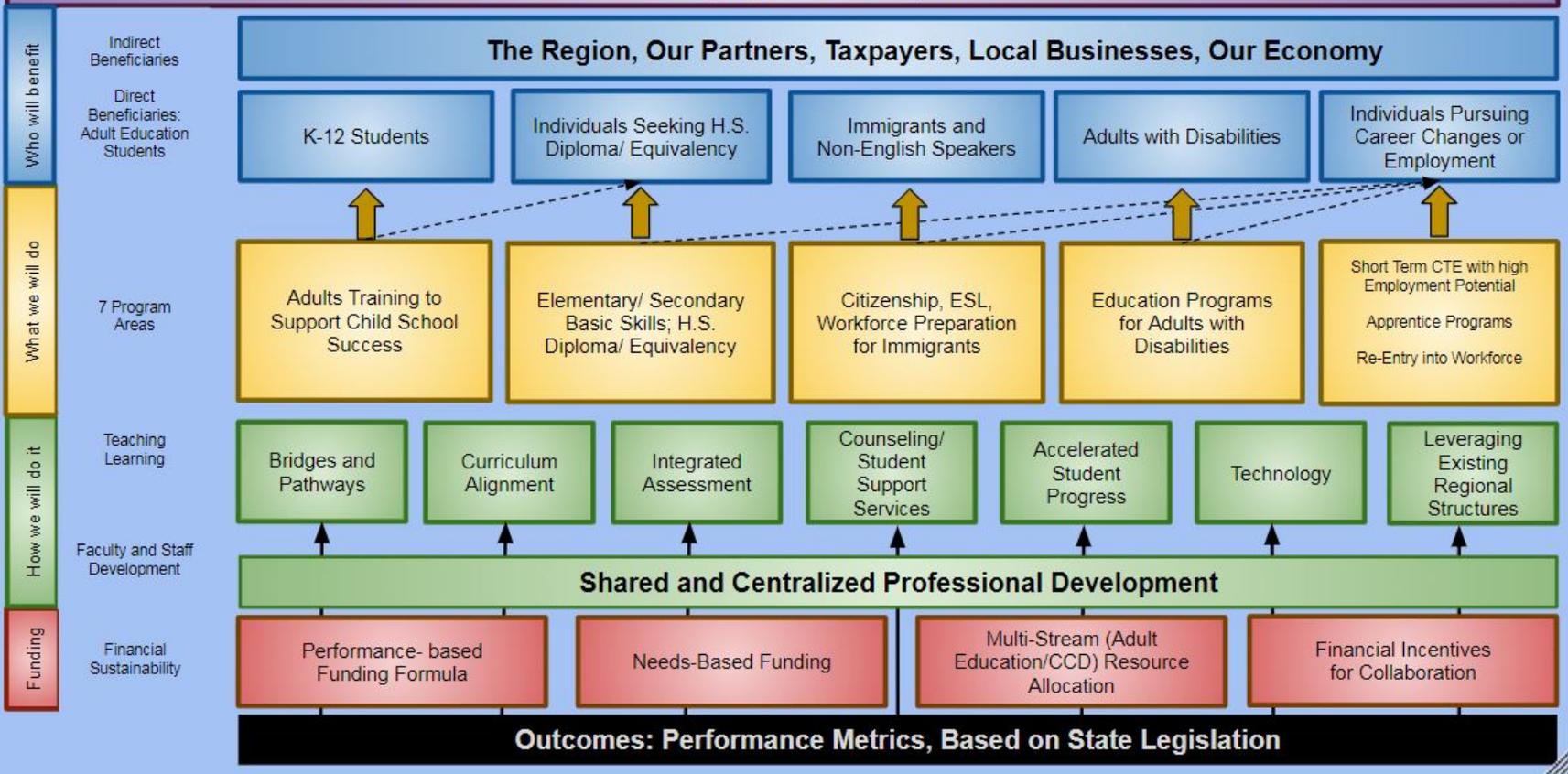
Implementation of strategies gained through PD requires support for school site administration and other out-of-classroom staff. PAC Board members need to work with their respective administrators to encourage support of staff engagement plans, and program improvement efforts.

### ***Strategy 3.6 Stakeholder Engagement with Information Loops***

PAC Leadership will work with staff to conduct annual surveys to help guide PD and recommended consortium priorities. Communication with stakeholders will include transparency on policy and funding. Mechanisms will be put in place to ensure that the work of groups is shared and made available to the greater community of stakeholders. This effort could be accomplished through agendas, minutes, and project updates available through the PAC website or consortium networking platform

# PAC Strategic Map 2019- 2022

**Vision: The PAC will sustain, expand and improve Adult Education.**



## 2.5 Piloting and Implementation

### Planning Groups

To continue the group work, PAC plans to continue the group planning teams in the Fall 2019 to further explore solutions in specific areas of focus. Groups will be formed based on final adopted initiatives, with each group comprised of representatives from all PAC members.

## PILOTING INITIATIVES

The Action Plans are internal working documents for the PAC Board to use to monitor implementation. The following initiatives are to be piloted between 2019 and 2022.

Strategic Priorities	Proposed Implementation	Involved PAC Members
1	<b>Family Success Center.</b> Scale up the implementation of the FRC and BSI programs and expand to the other USDs.	AE- PUSD/TCUSD PAC
1	<b>Entry/Re-Entry students to the workplace.</b> Collaborate on a pilot program to increase job placement rates of AE students with systematic barriers to economic success who enroll in CTE programs.	PAC members TBD; at least 6 entry/ re-entry pilots
2	<b>Adults with disabilities.</b> Collaborate on a pilot program for students with severe disabilities.	PAC members TBD; at least 2 AWD pilots
2	<b>Orientation Program.</b> Pilot at least 3 orientations program that includes information about PAC offerings for both AE USD and PCC and credit programs.	PAC Members
2	<b>Career Planning Strategies.</b> Pilot a career planning strategy that includes industry outreach and internet/fieldwork opportunities. Design a student survey to identify students' preferences and determine effectiveness of advising strategies.	PCC with PUSD and TCUSD
3	<b>Group Reconfiguration.</b> Repurpose groups to shift focus to network PD, including creation of new protocols and structure and PLC engagement.	PAC appropriate planning group
3	<b>Online PD Platform.</b> Pilot the new online platform for PD and networking, including a universal calendar.	PAC staff and PAC members

## ACTION PLANS

The planning groups have developed three-year action plans for the PAC Boards use for monitoring progress against the strategies, SMART objectives, and pilot projects. The timeframe is the same as outlined in the PAC model.

Short-Term Outcomes: By June 2020

Intermediate Outcomes: By June 2021

Long-Term Outcomes/Impact: By June 2022 or beyond

During the Fall 2019, the planning groups will be refining their specific Action Plans further. PAC will review progress quarterly and Action Plans will be updated annually, based on the progress made, lessons learned, and changes in the environment. **Therefore, the Action Plans should be viewed as a living document, which will be revised as needed.**

<b>Action Plan - Priority 1: Pathways and Bridges</b>		
<b><i>Strategy 1.1 Pathways Maps</i></b>		
<b><i>Strategy 1.2 Shared Information and Databases</i></b>		
<b><i>Strategy 1.3 Dual Enrollment</i></b>		
<b><i>Strategy 1.4 Family Success Initiatives</i></b>		

<b><i>Strategy 2.0 Workforce Entry / Re-Entry</i></b>		
<b><i>Strategy 2.1. Comprehensive Orientations</i></b>		
<b><i>Strategy 2.2. New Approaches to and Tools for Advising</i></b>		
<b><i>Strategy 2.3. Support for Adults with Disabilities (AWD)</i></b>		

<b>Strategy 2.4. Metrics for Measuring Success</b>		
<b>Action Plan - Priority 3: Professional Development (PD)</b>		
<b>Strategy 3.1 Professional Learning Communities (PLCs)</b>		
<b>Strategy 3.2. Research-based, Best Practices in PD</b>		
<b>Strategy 3.4. Online Platform for Information-Sharing</b>		
<b>Strategy 3.5. Administrator-Advisor-Coordinator Support Role</b>		
<b>Strategy 3.6. Stakeholder Engagement with Feedback</b>		