

41 Pasadena | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The Pasadena Area Consortium remains committed to providing lead programmatic, instructional opportunities that are designed to advance adult learners into living waged employment. Across the past three years, the consortium has assessed where we are and carry the vision to engage activities and endeavors with key, workforce sectors in which forecasted job opportunities for the future are high. Such are will include the continuance of the Pre-Apprenticeship Building Construction Program to prepare individuals for job opportunities in a growing construction industry in the consortium's service area. The vision will be to work closely and collaboratively with business and industry advisory committee members and other business partners to create more on-the-job internship opportunities for individuals. Greater emphasis will be placed on advertising opportunities for workforce certificate programs to a broader audience of potential adult learners while emphasizing "Completion" as a lead outcome expectation for students. Funding for the 2017-2018 fiscal year will ensure this work is continued, to provide training for short term certificate programs Phlebotomy, and ServSafe Food Handling, expanded professional development. Much has been accomplished in these areas across the past year in a consortium service area that is ethnically, linguistically, and economically diverse. Included in this diverse service area is the continued opportunity to educational and service opportunities to our immigrant populations at a time when these efforts are needed more so than at any point previously. In 2017-2018, the Pasadena consortium will lead efforts for the creation of new programs in Hospitality/ Culinary, support service areas for adult learners with disabilities, Industry-Based certification training, cyber security training/certification, and pathways to CTE and degree credit based curriculum.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Services to older adults and adult learners with disabilities	Collaborative discussions with Regional Centers, other support service providers and adult learners with disabilities.	Success in modular-based Basic Work force Preparation Certificate program curriculum. The assessment of student success will include timely completion of programs which will include currency and relevance for current and future jobs for disabled adults to extent their possibilities now and into the future. This will include monitoring students throughout program completion and into job placements.
Immigrant, undocumented adult learners	The continued demands and requests for expanded program offerings from this group of adult learners. This is a area of need that has been enthusiastically embraced by the immigrant, undocumented community.	Success will be measured by the number of adults who access courses and programs which move them towards greater confidence and independence to enter available jobs in the workforce to support their facilities while ultimately moving closer to obtaining citizenship.
Increased engagement and partnering with specific growth business sector areas.	Through discussions with local Chamber of Commerce and direct contact with businesses in these workforce sectors.	The consortium's effectiveness towards closing this area of need will be assessed through participation in strategic efforts with Chambers and businesses to identify and meet business needs to place adults in open and available job opportunities.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Adults with Disabilities: 1) Develop programs to prepare adults with disabilities for permanent employment in today's work world or a seamless transition into post-secondary education.

Key Workforce Business Sectors: Launch new certificate offerings in Hospitality/Culinary to meet local business needs and develop curriculum for CTE certificate program in area of cyber security.

Adults with Disabilities: 2) Launch curriculum to train individuals for employment as aides to adults in K-12 school districts, community college districts and long-term care facilities.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Creation of defined, articulated noncredit-to-credit transitional "bridge" programs to support student moving from noncredit certificate classes and programs to credit based CTE certificate programs	3 - Somewhat implemented	The most single most significant challenge was the loss of lead administrators in both non-credit and credit programmatic areas, due to resignation or retirement, who carried key leadership responsibility for developing and implementing bridge pathways.	The lead strategy of intervention will be naming dedicated faculty and strategies to oversee advancing the pathways to completion.	Implementation will necessitate collaborative discussions among faculty and staff at the local level. Continued funding for 2017–2018 from the State will be central to supporting these activities.
Creation of Pathway for secondary students with disabilities into community college certificate and workforce preparation courses	3 - Somewhat implemented	Key challenges at the K-12 level included hiring teachers, finding locations for classes, and recruiting students.	Development of a program to prepare adults with disabilities for permanent employment, the hiring of an academic/transition counselor to interpret IEPs and 504 plans, and increased parent engagement.	No specific state support in needed.
Establishment of One-Stop Business Resource Center	2 - Mostly not implemented	Identifying and securing the appropriate, community-based location for the one-stop center.	Consortium members are actively working to identify a facility that will provide sufficient and appropriate space for staff from several service agencies to provide work related consultative and job placement services and for classroom instruction of CTE certificate courses.	Consideration for approval for use of AEBG funding for 2017–2018 to possible infrastructure improvements in the facility to be identified in the near future.
Refinement of activities through Building Construction Certificate Program	4 - Mostly implemented	Temporary unavailability of lead instructional faculty.	Creation of a four, four-week module Work Force Preparation Certificate program that includes instruction for students in "finding the job that's right for you", "getting the job you want", basic social skills: getting along with others in the workplace and "introduction to your rights and responsibilities in the workplace."	None

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Establishment of One-Stop Business Resource Center: The development of a curriculum that is taught in a 16 week academic period and allows individuals to earn a Cal OSHA card in the first or during the last two weeks of the class.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Creation of defined, articulated noncredit-to-credit transitional "bridge" programs to support student moving from noncredit certificate classes and programs to credit based CTE certificate programs	3 - Somewhat implemented	The loss of lead faculty and staff, in both non-credit and credit areas, who were central in developing and implementing the articulation of the bridge pathways.	Naming dedicated faculty and strategies to oversee advancing the pathways to completion.	None
Increased counseling and tutorial support for students in certificate programs	4 - Mostly implemented	Transitioning to a model in which tutorial services are integrated into instruction in the classroom vs. being provided to students through an out-of-class, "drop-in" delivery model.	The hiring of increased tutoring staff in key, strategic academic areas and working with instructional faculty to fully implement an integrated supplemental tutoring classroom model.	Sufficient AEBG funding for 2017-2018 to support the full implementation of the integrated tutoring model.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Accelerated Student Completion: Curriculum in existing CTE certificate programs will be assessed for currency as aligned to business sector needs and to determine if the current "time on task" for student completion is appropriate. In addition, all new curriculum development will have the above mentioned areas as lead components in the development of a focused effort, across the curriculum, to accelerate student program completion.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
AEBG Annual Summit	5 - Fully implemented	None	None. All consortium members have supported faculty and staff to actively participated in past Annual Summit sessions and will continue to do so in the future.	Consideration to alternate the Annual Summit between Northern California and Southern California locations.
AEBG/WIOA Accountability Training	4 - Mostly implemented	Changes to consortium staff has led to inconsistent attendance at training sessions.	Ensure that all consortium staff responsible for data collection and accountability are fully trained.	None specifically.
California WIOA Regional Training	5 - Fully implemented			
WIOA II Network Meeting	3 - Somewhat implemented	As mentioned previously, changes/additions to consortium staff responsible has impacted full implementation.	WIOA support staff will engaged actively in network meetings to ensure they remain well informed on new information as it is generated by the State and Federal government. It is vitally important for all members to be cognizant of new regulations and information.	None specifically

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

In addition to continuing monthly professional development opportunities for faculty, the consortium will undertake a strategic planning initiative during the period of the 2017 Fall semester, to align outcome expectation across the several CTE certificate and other adult learning program areas. This strategic planning effort will include participation from members of the faculty, staff, student and the community. The outcome expectation is the establishment of 3-5 key strategic goal areas that will inform and guide 1) the assessment of consortium's existing courses, certificates and programs, 2) the development of new programmatic offerings, and 3) the design of outreach and recruitment efforts for the consortium.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Adult Literacy Enhancement	3 - Somewhat implemented	Alignment of course offerings and securing locations to offer courses.	A key strategic goal will be to increase course offerings in literacy for adults through the community, with a particular focus on program offerings to immigrant, undocumented adult learners.	None specifically.
Business Expos	2 - Mostly not implemented	Coordination of planning to leverage efforts with local Chambers of Commerce.	Business expos and job fairs will be planned and offered for key business sectors in targeted sections of the consortium's service area.	None specifically.
Workforce Enhancement Training Sessions	3 - Somewhat implemented	Lack of coordinated planning with business and work force development boards.	Placement of key staff charged with the specific responsibility to establish necessary relationships with Chambers, local WIB's and business groups to plan and execute the training.	None specifically.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

The consortium plans to cultivate partnerships and relationships with the local American Job Center of California, the Foothill Workforce Investment Board and the Los Angeles Work force Board to provide needed services to adults in Altadena and the unincorporated areas of Pasadena. Through the establishment of a MOU, these connections will in turn, provide adult learners the opportunity to take advantage of the services offered by these agencies.

Section 2: Fiscal Management —

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$1,725,148	\$1,319,265	\$405,883
2016-17	\$1,772,131	\$807,692	\$964,439
Total	\$3,497,279	\$2,126,957	\$1,370,322

Please identify challenges faced related to spending or encumbering AEBG funding.

With the establishment and implementation of clear goal and outcome expectations on the part of members, it is fully anticipated that the Pasadena Area Consortium will not experience challenges toward expending the full allocated funding for 2015-2016 and 2016-2017.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Planning and activities within the consortium to 1) address identified gaps in service and 2) fully implement key strategy areas, best ensure that all funding for 2015-2016 and 2016-2017 will be fully spent within the reporting period for each allocation year. Given stated plans to not only achieve current goals under the grant but to undertake new programmatic areas of engagement, the consortium members are requesting an increased allocation of \$610,000 to address the needs of adult learners in our service area.

Section 3: Certification and Submission

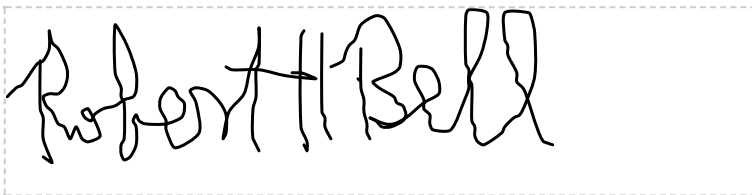
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

A handwritten signature in black ink, reading "Robert H. Bell", is enclosed within a dashed rectangular box.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan