

PASADENA AREA CONSORTIUM:

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

AB 86 PLANNING GRANT:
REGIONAL COMPREHENSIVE PLAN

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I. OVERVIEW OF CONSORTIUM

A. Organizational Structure and Member Organizations

The Pasadena City College (PCC) and the K-12 **Pasadena Unified School District (PUSD)** have entered into the **Pasadena Area Consortium or PAC** to provide expanded adult education programs to a greater number of adult learners in the service area.

This consortium has historical significance since in 1979, Pasadena City College, city of Pasadena and PUSD agreed to establish the 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.

PCC has been operating a noncredit program for adult learners (Noncredit Division) for the past decade. Programs such as the Adult High School Diploma, GED preparation, adult basic education programs, ESL, programs for adults with disabilities and short-term Career Technical Education (CTE) certificates are offered to Pasadena area residents. For many adult learners within the boundaries of the consortium, the noncredit program offerings with PCC are a positive first step to access remedial education opportunities, job related training and noncredit programs that “bridge” progress towards credit-based certificates and degrees.

PUSD started addressing the need for creating an adult education program within its current organization structure as it recognized the need to expand services for adult students and parents within its schools. There is a need to address post-high school graduation options for those students who are not matriculating with a diploma and who are failing to transition smoothly to a community college or career placement. Students who are fifth year seniors often find it difficult to continue their education once they fail to graduate with their class and their transition to post high school world is especially unsuccessful. Therefore, PUSD recognized the need to design structures of support that align well with the personal and job needs for these students. In September 2013, PUSD established the Twilight School in its efforts to address the needs of these students, where it provides alternate high school diploma program and GED courses. It is now planning to extend the services to the parents of students who reside within the PUSD boundaries, without duplicating services already provided.

PUSD has a long history of offering College and Career Pathways, with eight fully implemented Pathways at three high schools and new pathways being developed at the remaining two high schools. By creating a partnership with PUSD, PCC is working on creating a clear pathway that creates a bridge to college transition and workforce ready certifications within a standardized framework.

B. Partner Organizations

PCC recognizes that there are several community organizations that support internship opportunities for students and the partners will address the levels of options available in the community in order to expand these services and include apprenticeship programs.

Apprenticeship options are typically tied to unions, so the plan is to develop more apprenticeships that support work with industry sectors and to develop curriculum that identifies the internship and apprenticeship requirements. In order to create a smooth transition to the workplace, the Adult school collaborative will include services provided by Workforce Investment Board (WIB), Flintridge Center, YWCA, Learning Works and other organizations that are involved in developing job skills and workforce training for adults within the city of Pasadena.

Existing collaborative relationships for adult education include:

- **Career Pathways:** PCC and PUSD are developing stronger relationships with the **Foothill Workforce Investment Board (WIB), City of Pasadena** and a growing number of organizations to align resources, coursework, certifications and opportunities for students, including career exploration, work-based learning, internships and more
- **Department of Rehabilitation:** Key referral system for both PCC and PUSD in the area of employment for adults with disabilities.
- **Foothill Vocational Opportunity (FVO) Solutions:** Nonprofit social enterprise that offers customized employment for adults with disabilities
- **Flintridge Center Pasadena/Altadena Apprenticeship Preparation Program:** Service program which offers gang-impacted young adults a pathway to meaningful careers in the building and construction trades. This collaboration will also incorporate the new Pre-Apprenticeship for the Building Trades and Construction Industry Certificate of Completion developed through AB 86 resources.
- **Jackie Robinson Center:** Social services delivery center that provides assistance to culturally, economically, and socially diverse populations.
- **Let's Read Altadena! (Adult Literacy Program/Altadena Library District):** Collaboration to offer new literacy courses developed through AB 86.
- **Los Angeles County Office of Education (LACOE):** Collaboration with GAIN program for clients to participate in Pre-Apprenticeship Preparation, and GED courses, and new certificate programs developed through AB 86.
- **Learning Works!:** Charter school that serves students grades 7 – 12 who have who are high risk students for not completing their education.
- **Pasadena Community Job Center and National Day Laborer Organization Network:** Collaboration to offer ESL, citizenship and new VESL Certificates under development through AB 86 to day laborers.
- **Saint Elizabeth Catholic Church:** Partnership to offer noncredit ESL and citizenship courses.

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.

C. Shared Leadership Strategies

The PCC team is represented by Dr. Robert Bell, Senior Vice President/Assistant Superintendent of Academic and Student Affairs, who will provide the Primary oversight of the project and serve as the fiscal agent contact. He will be supported by Dr. Ofelia R. Arellano, Dean, Academic Affairs, Dr. Alice Mecom, Noncredit Associate Dean, Mr. Jose Cortez, CTE faculty, Ms. Blanca Hernandez-Henderson and Mr. Brian Joseph Pangan, noncredit counselors.

The PUSD team is represented by Dr. Brian McDonald, Chief Academic Officer, Dr. Fal Asrani, Executive Director of Secondary Education, Dr. Marisa Sarian, Director of Pathways Program, Mr. Jack Loos, principal of Twilight School and Ms. Shigeko William, counselor.

Both teams have been actively engage in designing the articulation MOU between PCC and PUSD for student transitions from the district Twilight School to PCC noncredit and credit programs. This team continues to review the current program status and drawing up articulation plans for ongoing adjustments to the existing policies and practices.

Mr. Jack Loos and Ms. Williams have completed the GED certification process, thereby identifying Twilight School as the Pasadena GED Testing Center in the City of Pasadena. In the absence of this option, all adult students were required to take the GED exams in a different city, often complaining about transportation issues. The next steps will now be to schedule the tests and work with PCC to determine how to attract adults to earn their GED certification. This team will also work with the Parent Resource Center in PUSD to educate and inform PUSD non-diploma parents to understand the options available to them.

Dr. Asrani and Mr. Loos will continue to coordinate all available resources to establish the two CTE pathways at Twilight School and the alignment of curriculum and course sequence to support the transition from these programs to certification courses at PCC. This step will also include designing new courses to be offered both at the PUSD and PCC facilities, including a data collection system that supports students in understanding the best program that fits their talents and skills,

The coordination of all aspects of this planning will be completed by Dr. Asrani and Dr. Arellano, through collaborative discussions with members of the PCC and PUSD team,

along with the representatives from each of the community support organizations listed under shared leadership. The tables within the document have been reviewed and tentative timelines have been established for fulfilling each of the steps of alignment of PCC and PUSD adult school consortium. All timeline goals and document submissions will be completed by the group but Dr. Asrani and Dr. Arellano will be accountable for their timely submission. PCC will serve as the fiscal agent of this grant.

Representatives from PCC and PUSD have been meeting consistently during the past year to plan, develop trust, share information, review data and identify needs and gaps. The collaboration has included an in-depth review of the current services by looking at and reviewing the guidelines for this grant. Shared leadership strategies have already included jointly developing shared vision and goals and establishing a cross-agency leadership team.

This past year, the consortium partners identified several needs based on the data of current programs. The PCC projection for 2015- 2016 enrollments of unduplicated adults in the Adult Basic Education Program and in the citizenship classes shows a decline when compared to the 2008-2009 numbers. PUSD recognized that almost 20 percent of the parent population is English Language Learners (EL), almost 30 percent of parents have no high school diploma, and almost 69 percent of PUSD students are on Free and Reduced Lunch programs. This identified the need to design programs with a targeted approach so that parents and adults can partner with the schools to ensure the success of their students in our schools by establishing an adult school program called the Twilight School.

The predominant goal of PUSD in implementing the adult school program (Twilight School) is to support the transition pathway, which is high school-to-adult school-to-PCC, for students so that there is no break in services. The Twilight School is housed on the campus of a high school in order to provide an environment that is more supportive and less stressful for students who have not experienced success at school and who might find the campus of a college very intimidating and difficult to navigate.

The Twilight School programs will include diploma and GED preparation programs and ESL. Special emphasis will be in attracting EL parents to attend ESL courses to transition into the citizenship classes and finally to the PCC noncredit and for-credit options.

Next steps will include developing a Memorandum of Understanding that outlines decision-making processes, resource allocation, service agreements, reporting and evaluation. The consortium partners have identified the need to invite community program providers such as Young and Healthy, Planned Parenthood, Foothill Family Services, Workforce Investment Board and Flintridge Center, and coordinate these services.

PAC has been engaged with community organizations to design the adult services that will enhance the current programs. Discussion have addressed that much of the work

for aligning community support resources for apprenticeships and internships for work-ready skills will require more working committees that will be charged with matching the candidate with the correct internship to maximize resources.

D. Description Planning Process

Representatives from PCC credit programs, and PUSD began meeting regularly last year, along with representatives from the City of Pasadena, Pasadena Educational Foundation, Flintridge Center and the Foothill Workforce Investment Board (FWIB) as part of a larger, community-wide planning process known as the School/City/Community Work Plan. Through this process, a diverse range of partners began to more intentionally work toward aligning resources to ensure that, within local school systems, students are college and career ready. This will ensure that programs are well-suited to student needs and interests, and include work-based learning opportunities of value.

A decision-making is now established that will be consensus-driven among partners but which takes place within the context of examining the strategic goals of the individual agencies as well as the larger, shared community-wide vision, and focus on benefits to students and families.

PUSD anticipates that for this project, outcomes for the dual enrollment courses will be determined using both guidelines established by PCC's Learning Assessment Committee as well as the objectives of the PUSD's Academic Plan, which both strive to improve student outcomes by supporting teaching and learning through assess at the course, program or school, and general education level. Student learning outcomes for the courses will be defined collaboratively by PCC and PUSD high school faculty and documented in program outlines or record, program reviews, high school handbook and college catalog descriptions.

It is anticipated that the AB 86 Pasadena Area Consortium will further evaluate this well-established articulation already between PCC credit programs and PUSD, and its possible application towards adult learners.

E. Description of Teacher and Faculty Involvement Pasadena City College (PCC)

Communication of A6 86 to PCC College Community

Numerous meetings were held with staff and faculty to present the goals and objectives of AB 86 using a PowerPoint presentation to ensure that they understood noncredit instruction and to begin a conversation as to the gaps and services in adult education.

A presentation was made (May 2014) to the PCC Curriculum and Instruction (C&I) Committee to review AB 86 curricular needs. In anticipation of future curriculum development for AB 86, the C & I Committee agreed to schedule approvals for new curriculum on their January 2015 calendar.

Collaboration Meetings with Credit Administrators and Faculty

Several meetings were held with the (credit) School of Career Technical Education (CTE) Dean, and faculty in credit programs to discuss curricular alignment and seamless pathways to credit programs such as Business and Construction. A CTE Curriculum Specialist was hired to work with noncredit faculty to ensure appropriate curriculum development to address the goals of AB 86 especially in incorporating apprenticeship concepts into the official course outline of record. He continues to meet with faculty in preparation for C & I meetings to present new courses for approval. More importantly, the Curriculum Specialist also serves as the liaison with credit to ensure alignment of noncredit short-term CTE courses with credit CTE programs to ensure a seamless transition of students from noncredit to credit.

AB 86 Curricular Redesign Meetings

Additional workshops were held to review the process for accepting proposals from counseling and instructional faculty to address those gaps in the five key program areas. An evaluation rubric was designed to ensure a fair process of accepting proposals from faculty. Once approved, the faculty member began the process of developing the official course outlines of record for individual courses. If the faculty member proposed a short-term CTE certificate, he or she was required to submit a certificate proposal with the specific sequence of questions. In order to assist faculty with additional information, key informational links were created for faculty to access Labor Market information if developing short-term CTE certificates.

Technical Training in Curriculum Development

Noncredit Division faculty has limited knowledge related to the PCC curricular process, PCC's Curriculum Technician conducted several technical workshops for noncredit faculty. She provided a detailed process of how faculty submits online course outlines of record for the C& I Committee to conduct a formal review prior to any approvals.

Since ESL is the Noncredit Division's largest program, two meetings were held to review AB 86 and identify gaps and services to better serve students in the following areas:

- Basic Life Skills
- Citizenship (EL/Civics)
- VESL
- Family Literacy
- Academic ESL

As a result of these meetings, several instructors have created course proposals address gaps and are developing VESL Certificates in Green Landscaping, Green Construction, Housekeeping, Healthcare, and Child Care Provider.

Additional proposals submitted address the areas of Adult Basic Education, GED, Workforce Preparation for Adults with Disabilities, and sixteen short-term CTE certificates (e.g., Basic Graphic Design, How to Start a Small Business, Medical Front Office Clerk, Medical Interpretation & Translation, Child Care Provider, Business Literacy

Skills, Pre-Apprenticeship in Building Trades and Construction Industry, Personal Care Attendant,).

PCC staff has also been meeting with faculty to conduct a curriculum redesign and create a Pre-Apprenticeship Program in Building Trades and Construction Industry Certificate of Completion. Of equal importance, they have held meetings with the credit CTE dean and faculty to address seamless transitions from PUSD's Building and Trades Pathway, and the Noncredit Division. PUSD and PCC have are now part of the Pasadena Area Flintridge Center's Advisory Group.

Weekly meetings were also held with Noncredit Division counseling faculty to address gaps in Student Support Services to better meet the needs of adult learners. Counselors are important to the success of new instructional programs. They have been included in all key aspects of the AB 86 planning grant that include alignment of PUSD's Twilight School with PCC's Adult High School Diploma Program

Pasadena Unified School District (PUSD)

The PUSD team includes site and district administration, counselors, teachers and classified staff, have met several times to design the specifics of the adult education services that will be provided through AB 86. Conversations are underway with all stakeholder representatives, along with Program specialists from the Special Education department and the English Learner (EL) department to ensure that the transition between PUSD and PCC adult programs are designed to support student success through clearly articulated processes.

PUSD and PCC counselors have also developed a process whereby adult non-graduate students in PUSD schools and Special Education programs will be provided intervention and counseling around the process – the details and particulars will continue to be fine-tuned in the upcoming months. Currently, final plans are being developed by PUSD EL teachers, counselors and administrators, for the implementation of ESL and VESL classes at Twilight School and other locations throughout PUSD's service area.

Teachers and administrators from EL and Special Education departments have been involved in identifying and designing the programs and services for adult EL and Special Education students in PUSD who will benefit from the AB 86 extended services.

Counselors, behavior specialists, classified office managers and registrars have all participated in identifying the service points which includes identification of students, transition activities and enrollment procedures in applicable courses in PCC's Noncredit Division.

As a direct result of AB 86, PUSD has been able to create services and programs that support the continuation of career training for adult EL and Special Education students. The Pasadena Area Consortium has worked closely to design a seamless transition

process for ongoing success of students who are 18 years or older, after they leave PUSD.

F. Communication Plan

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.

A significant focus of the grant is to create a bridge between the school district and the PCC certification pathways. This initiative will be modeled upon the successful implementation of Santa Barbara City College's dual enrollment program, *Get Focused, Stay Focused*. There is much work to be done in this area and the consortium has identified best practices from Santa Barbara and San Francisco community college districts to guide this next phase. Noncredit has proven the gateway into the credit programs of the community college system, bringing in students from one of the targeted ten noncredit areas. It shows students possibilities beyond noncredit--an associate degree, career technical certificate, or the prospect of transfer to a four-year institution. Through this collaborative initiative PCC is considering the development of Short-term CTE Certificate programs with High Employment Potential. The partners have extensive communication networks within the region and statewide, including PUSD being one of nine Linked Learning districts in the state of California and both agencies are doing as part of regional Career Pathways consortia. In its efforts to clear the articulated pathway, this consortium can extend a welcoming hand to the Linked Learning collaborative to better understand all available options.

As the consortium focuses on job readiness skills and work based experiences through internships and apprenticeships for its students, it also recognizes the need to establish processes to allocate internships in an equitable manner. The goal of PAC is to create a PAC/City of Pasadena shared advisory committee that identifies a formalized structure and identify business liaisons to schedule internship placements over the summer. The criteria for this task will be identified, articulated and implemented by this advisory committee across the Pasadena community.

A major recognition during the collaboration and preplanning process has been that PCC would need to know students' goals prior to the start of the process. PUSD does not have a process that provides data of student interest inventory or career interest inventory. A program has to be purchased that supports the transition process to the career pathways offered at PCC. This data needs to be provided through a computer-based program so that it can be easily disseminated.

The need to design a professional learning community around services for adults was also identified as a significant area of focus. California Adult Literacy Professional Development Project (CALPRO) is to be introduced to both the PCC and Twilight teams. The mission of CALPRO is to foster continuous program improvement through a comprehensive, statewide approach to high-quality professional development for the full range of adult education and literacy providers working in agencies funded by the California Department of Education. The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student learning gains and to help adult learners meet their goals as productive workers, family and community members, and lifelong learners.

The team has identified that as part of engaging community partners to support the adult program, training for counselors to successfully help transition students for job placement and ongoing work based training, could be provided by Foothill WIB. Training for special education program specialists around adult transition options has also been identified as a significant need. As PCC and PUSD continue to address ways to serve this subgroup, it is evident that the resources available for training for work place transition should be well articulated to the personnel serving these adults on a daily basis

In conclusion, the consortium recognizes that it provides strong services but also has the need to create a more deliberate focus on the options available. Students and the community are to be made aware of all the options and programs that are extended to adults within the community. There is also a concerted effort to use this grant to build communication opportunities and to educate students and adults about the adult education options in PUSD, PCC, community-based organizations. It is obvious that in order to coordinate the efforts of multiple community organization, the current existing services at PCC and the new programs and services at Twilight School, the consortium must develop informative materials, including brochures and a dedicated work-based development website that would serve to inform all residents within the city of Pasadena. This would place the available community resources in one location, easily accessible. Appropriate trainings of all support staff would include a deep understanding of the various resources and their availability to the clients.

G. 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.

(1) Greater Los Angeles Area

Projected population growth in Los Angeles County from 2000 to 2050 demonstrates that Los Angeles County grew by approximately 890,000 individuals or 9.3 percent. The population of Los Angeles County is expected to grow from over 10.5 million in 2010 to over 11.9 million in 2030. By 2050, the County will be home to over 13 million people.

As the overall population increases over the next few decades, the age breakdown of the Los Angeles County population will gradually shift, with the older age groups gaining a slight majority. In 2000, a majority of residents (54.5 percent) in the County were less than 35 years of age. By 2020, this age group will account for less than 50 percent of the overall population, and approximately 46 percent of the County population by 2030. The population is expected to increase by 20 percent from 2000 to 2030. However, the population of the 15 to 24 age group will decline as a proportion of the overall population, from 14.3 percent in 2000 to 11.7 percent in 2030.

The gender breakdown of Los Angeles County is approximately 51 percent female and 49 percent male. This split is expected to continue through 2030 and beyond.

According to the U.S. Census data, both Los Angeles County and Pasadena Area Community College District (or PCC) service area are among the most ethnically diverse areas in the country, although there are some differences. The largest ethnic group is White, accounting for approximately 40 percent of the population. Latino residents represented the next largest group at 24.7 percent of the PCC population.

a. Pasadena Area Regional Consortium Data

- Total Population: 410,948
- Poverty Level:89,587
- No High School Diploma: 56,300
- Unemployment:29,999
- ESL (English Language Learners): 170,937
- Adults with Disabilities: 41,597
- Citizenship:58,709
- Literacy:65,208

b. Pasadena Area Community College District (or PCC)

PCC is one of several community college districts within community college districts within Los Angeles County. Located in the western portion of the San Gabriel Valley, PCC encompasses the incorporated community of Altadena, and the cities of Arcadia, La Cañada Flintridge, Pasadena, San Marino, Sierra Madre, South Pasadena and Temple City, as well as portions of El Monte and Rosemead. PCC, however, draws the majority or 63 percent of its credit students from outside of the District in the surrounding San Gabriel Valley and Los Angeles County.

Quick Facts:

- **District::** Pasadena Area Community College District, established in 1966, located in the West San Gabriel Valley of Los Angeles County, district population — 403,596
- **District Communities:** Altadena, Arcadia, La Cañada Flintridge, Pasadena, San Marino, Sierra Madre, South Pasadena and Temple City; portions of El Monte and Rosemead
- **District Public High Schools:** Arcadia, Blair, John Muir, La Cañada, Marshall Fundamental, Pasadena, Rose City, CIS Academy, Rosemead, San Marino, South Pasadena, and Temple City
- **Enrollment statistics:** 22,671 credit students and 3,071 noncredit students
- **Disabled Students:** Approximately 984 students
- **Gender:** 51.2 percent Female and 48.3 percent Male
- **Student Ethnicity:**
 - Latino: 42.5 %
 - Asian or Pacific Islander: 23.2 %
 - White: 16.5%
 - African American: 5.4%
 - Filipino: 3.7%
 - American Indian: 0.4%
 - Other: .3%
 - Declined to state: 8.0%

c. Pasadena Unified School District (PUSD)

Quick Facts:

- 2013-2014 K-12 Enrollments: 19,102
- **Student Ethnicity:**
 - Latino: 58.5%
 - Asian or Pacific Islander: 4.2%
 - White: 16.9%
 - African American: 14.8%
 - Filipino: 1.6%
 - American Indian: 0.2%
 - Other: 2.3%
 - Declined to state: 1.2%
- Percentage of Students Receiving Free and Reduced Lunch: 68.8%
- Number and percentage of Students Identified as English Learners: 3,824 (20%)
- Number and percentage of Students with Disabilities: 2,549 (13.3%)

Annual goals will be established for the Consortium and explore utilizing the following measures:

- Participant outcomes
- Program reviews for short-term CTE certificates
- Course assessments of student learning outcomes

H. Economic Profile of the Region

The Pasadena population is 137,122 (U.S. Census, 2010). Projected 2014 population is 139,731. There are 5,978 individuals per square mile (population density). It has seen a 2.40 percent growth since 2000.

Quick Facts:

- **Age:** Median age is 37.1. The U.S. median age is 37.2.
- **Households:** Average household size is 2.44 individuals. 32.8 percent are married with children and 13.4 percent have children, but are single.
- **Ethnicity:**
 - Latino: 33.7%
 - Asian: 14.3%
 - African American: 10.7%
 - White: 55.8%
 - American Indian: 0.33%
 - Native Hawaiian and Other Pacific Islander: 0.1%
 - Other: 4.9%
- **Median Home Cost:** \$638,000
- **Cost of Living:** 94.00 percent higher than the U.S. average
- **Persons below Poverty Level:** 12.9 percent
- **Unemployment Rate:** 5.80 percent (U.S. average is 6.30 percent; recent job growth is positive with an increase of 2.5 percent)
- **Future Job Growth:** Predicted to be 39.20 percent over next ten years.
- **Income per Capita:** \$40,839 and includes all adults and children.

- **Median Household Income:** \$68,310.

Pasadena Economy Overview

According to the City of Pasadena's 2013 Comprehensive Annual Financial Report, the top employers in the city are:

Employer	Number of Employees
Jet Propulsion Laboratory	5,029
Kaiser Permanente	4,760
California Institute of Technology	3,900
Huntington Hospital	3,200
PUSD	3,000
AT&T	2,525
City of Pasadena	2,179
PCC	1,500
Bank of America	1,300
Pacific Clinics	1,100
Art Center College of Design	883
OneWest Bank	800
Parsons	650
Hathaway-Sycamores	615
The Langham Huntington	584
Western Asset	577
Rusnak Auto Group	450
East West Bank	342
Avon Products	249 <i>(recently closed its Pasadena facility)</i>

Other Economy Information

Economy	Pasadena, CA	United States
<u>Unemployment Rate</u>	5.80%	6.30%
<u>Recent Job Growth</u>	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
ESTIMATED HOUSEHOLDS BY HOUSEHOLD INCOME		
<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%
POPULATION BY OCCUPATION		
<u>Management, business, finance</u>	17.62%	14.36%
<u>Engineering, computers, science</u>	8.69%	5.24%
<u>Community, social services</u>	2.06%	1.66%
<u>Legal</u>	3.41%	1.17%
<u>Education, library</u>	8.76%	6.10%
<u>Arts, design, media, sports, entertainment</u>	5.60%	1.88%
<u>Healthcare practitioners and technology</u>	6.02%	5.49%
<u>Healthcare support</u>	1.25%	2.47%
<u>Firefighters, law enforcement</u>	1.54%	2.24%
<u>Food preparation, serving</u>	4.37%	5.61%
<u>Building maintenance</u>	4.61%	3.97%
<u>Personal care</u>	3.65%	3.54%
<u>Sales, office, administrative support</u>	21.09%	24.89%
<u>Farming, fishing, forestry</u>	0.15%	0.73%
<u>Construction, extraction, maintenance/repair</u>	4.99%	8.56%
<u>Production, transportation, material moving</u>	6.20%	12.10%

III. OBJECTIVE ONE

OBJECTIVE #1: *An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).*

PROGRAM AREA1: ELEMENTARY AND SECONDARY BASIC SKILLS, INCLUDING CLASSES REQUIRED FOR A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL EQUIVALENCY

a. Services and programs currently provided:

The PAC recognizes the need to expand services for adult students and parents, particularly post-high school graduation options for those students who do not matriculate with a diploma and are failing to transition smoothly to a college or career placement. These students often find it difficult to continue their education once they fail to graduate with their class and require support for graduation options that align well with personal and job needs for these students.

PUSD currently operates alternative education programs at two schools. These schools are designed to serve secondary students identified as behind in the credits needed to graduate or still need to pass the California High School Exit Examination (CAHSEE). In 2013 - 2014, Rose City Continuation High School served 224 students and the Center for Independent Study (CIS) Academy 241 for a combined enrollment of 465 students in grades 9-12. Although the majority of these students are under 18, there were 67 students between the ages of 18 and 20.

In September 2013, PUSD established a “Twilight” School in its efforts to address the needs of students unable to matriculate with their peers, known as “fifth” (5th) year seniors.” The Twilight school offers courses in 12 week sessions and offers the following programs:

- CAHSEE preparation courses, primarily for students under the age of 18 in grades 9-12. These focus on English and math preparation for students who are in general education, special education and English Language Learners. Approximately 35 students were enrolled in this course per session. However, this does include students who have not yet graduated up to the age of 20. These students have the option of staying in the school district for up two years past graduation (or up to age 20) to obtain a PUSD-specific diploma if they pass the CAHSEE. In 2013-14, there were 14 students’ aged 18-20 attending Rose City and CIS.
- Starting in 2013-2014, Twilight began offering classes for diploma and high school equivalence certificate. Of the 45 students registered as 5th year seniors, 10 students were preparing for the GED and 35 were aiming for the high school diploma. Of this number, two successfully passed the GED and 17 completed their diploma. Those who did not complete will return to PUSD Twilight GED/ Diploma

option and others will be channeled to earn the 160 credit diploma at PCC's Noncredit Division through the Adult High School Diploma (AHSD) Program. These classes are designed as both in-seat credit accumulation and as GED preparation options for students who are currently seniors and in danger of not graduating. The program is designed with maximum flexibility for students who need maximum support to earn a high school equivalency diploma. Students who did not graduate with their class also attend the Twilight School to prepare for the GED certification option, while working on units that can lead to the PUSD diploma.

- Courses include online and in-seat credit courses for the PUSD diploma as well as for GED test preparation. Given that currently PUSD students have to travel to a different city in order to take the GED exam, PUSD has applied and received the certification to serve as a GED test center and will now serve adults within the city of Pasadena and surrounding cities. Twilight provides a digital component utilizing A+, Thesis and GED online utilizing a lab suitable for 60 students at one time and GED testing center to accommodate 15 test-takers. This online component provides greater access for students with jobs, childcare needs, etc.
- Targeted instruction through Twilight School is also available for English learner (EL) students. The classes are designed to provide EL students additional support with CAHSEE and credit remediation in order to complete graduation requirements.

PUSD is now planning to extend Twilight services to the parents of students and other adults who reside within the PUSD boundaries, in collaboration with and without duplicating the services already provided by PCC Noncredit Division Adult High School Diploma Program (AHSD). As PUSD moves forward with implementing its adult education services through the Twilight School, support is needed for more seamless transition from high school-to adult school-to PCC for students so that there is no break in services. PUSD believes that the Twilight School housed on the campus of a high school provides an environment that is more supportive and less stressful for students who have not experienced success at school and who might find the campus of a college very intimidating and difficult to manage.

The AHSD Program, housed in the Noncredit Division has been operating since 1981. During the 2012-2013, 1,080 students enrolled in the Program, of which only 207 students were recipients of a high school diploma. During 2013-2014, 134 sections were offered in the AHSD; 51 sections in fall 2013, 48 sections in spring 2014, and 35 sections in summer 2014.

Effective fall 2014, PCC will issue high school diplomas to adult students, 18 years of age, and older, who earn 160 credits by completing the required course of study and demonstrate proficiency in basic skills. Faculty has updated the AHSD and all of the required courses. Classroom instruction is provided in the core areas of Natural Sciences, Social and Behavioral Sciences, Humanities, English, Mathematics, and Other Core Electives in areas such as Foreign Languages, Academic and Career Planning, and Computer Literacy. Upon completion of these courses, the student will demonstrate a level of competency for each academic subject studied. Students must also pass an exit exam.

The AHSD Program also serves a large ESL student population who choose to pursue their diplomas after completing advanced ESL noncredit courses serving as an informal pathway. Other noncredit students choose the GED preparation course.

PCC's Noncredit Division also offers CAHSEE preparation courses that focus on English and Mathematics to assist students in passing the California CAHSEE examination in order to obtain their high school diploma. CAHSEE preparation courses are very helpful to both AHSD students and GED students seeking to improve Math and English skills.

Other educational options for students who choose not to pursue the AHSD include GED preparation courses that focus on key GED subject areas (Mathematics, Languages, Science and Social Studies). This assists them in passing the GED high school equivalency examination, which is the equivalent of a high school diploma.

Recognizing that some students have less than ninth grade educational skills, PCC's Noncredit Division also offers Adult Basic Education (ABE) courses that specifically focus on academic self-improvement designed to improve basic skills of students whose abilities range from non-literate to pre-college level. The development of reading, writing and math skills are emphasized, as well as the skills, employability, and technology. A WIA Title II grant supports educational activities for ABE students.

b. Evaluation of adequacy and quality

PUSD's low graduation rates for both 5th year senior, teen parents and high school diploma program participants indicate a need for PUSD to re-evaluate and collaborate to create structures of support for graduation options that align well with personal and job needs for these students and support the transition from high school-to adult school-to PCC for students so that there is no break in services. PUSD's Twilight School is still in its early phase; support is needed to ensure greater quality and access. Based on the data over the last three years, a little more than 50 percent of the 5th year seniors completed their diploma within the first year after attending Rose City High in the fall last year. Given that this group requires intensive support, the PUSD School Board voted in an Alternate Diploma option in 2014 spring, allowing 5th year seniors to graduate with 170 credits. We anticipate that this will show some positive graduation rates. Students who do not earn their 5th year diploma or pass the GED are either welcomed back or guided to complete the 160 credit diploma at PCC's Noncredit Division.

During 2013, the AHSD Program faculty updated all of its courses to ensure compliance with new regulations. The quality this new curriculum is reflective of a more global economy, and meaningful to students. The Program, courses and textbooks had not been updated for several years but now reflect currency in curriculum and textbooks. Faculty ensured that the electives were high quality and of interest to students such as:

- Contemporary Spanish
- Environmental Science
- Computer Basics
- Workplace Skills for the 21st Century

- Graphic Art Design
- Computer Application

c. Unduplicated enrollments and attendance

Pasadena City College Program Area	Funding	FY 2012-2013 Unduplicated Enrollment	FY 2012- 2013 FTES
Elementary and Basic Skills	Enhanced Noncredit	176	7.38
Elementary and Basic Skills	Non-enhanced Noncredit	2458	177.74
Elementary and Basic Skills	Credit Basic Skills	3069	498.47

Pasadena City College Program Area	Funding	FY 2013-14 Unduplicated Enrollment	FY 2013-14 ADA*
Secondary and Basic Skills (grades 9-12, 18 to 20 years old)	PUSD	15	7.39
High School Diploma Classes	PUSD	44	7.39
High School Equivalency certificate (GED)	PUSD, fee for test	10	4.3

(Note: PUSD did not have Twilight School prior to 2013-2014)

d. Total dollar amount by funding source:

PUSD Budget

2013-2014 Fiscal Year

Cost for Pasadena Community GED Testing Center

GED Test Preparation materials

Equipment expense: \$25,000

Wiring and table setup: \$10,000

Counselor Cost: \$15,000

Total: \$50,000

(50 percent of the cost of the counselor in fiscal year 2014-2015 will be part of the operational staffing cost incurred by the Twilight School. It will be apportioned to Pasadena Community GED Testing Center expenses)

PCC Budget (details in Table 1.1.B)

e. Operational costs by cost categories

PUSD Budget

2014-2015 Fiscal Year

Twilight School administration: \$25,000
 Twilight School counselor: \$30,000
 Twilight school custodial: \$10,000
 GED testing and preparation: \$20,000
 Total: \$85,000

PCC Budget

2013-2014 Fiscal Year

2014-2015 Fiscal Year

Pasadena City College Program Area	Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	Total FY 12-13 Operational Cost for Instructional Programs	Total FY 13-14 Operational Costs for Instructional Programs
1-Elementary and Basic Skills	Enhanced Noncredit	31,916	37,025
1-Elementary and Basic Skills	Noncredit	391,923	797,504
1-Elementary and Basic Skills	Credit Basic Skills	318,159	243,085

PROGRAM AREA 2: CLASSES AND COURSES FOR IMMIGRANTS ELIGIBLE FOR EDUCATIONAL SERVICES IN CITIZENSHIP AND ENGLISH AS A SECOND LANGUAGE, AND WORKFORCE PREPARATION COURSES

a. Services and programs currently provided

PUSD currently offers a limited number English as a Second Language (ESL) classes at elementary and secondary school sites through Parent Resource Center that supports immigrant and families in transition. In 2013 - 2014, 30 parents participated in four morning or evening ESL courses offered at John Muir High School, Marshall High School and Jackson Elementary School supported through the PUSD's Language Assessment and Development Department (LADD) and state. These courses were provided by state After-School Education and Safety, and 21st Century Community Learning Center program funds.

PUSD is considering offering an ESL certificate course through the Twilight School for parents of students in the PUSD district and will include adults with disabilities in addition to immigrant parents who reside in Pasadena, but not necessarily attending PUSD schools. It is this group that will benefit widely from this AB86 opportunity and the goal is to offer the ESL certification courses and GED diploma for the parents at the same time as their students attend the Twilight diploma program. PUSD will then guide these adults to pursue additional options with PCC through the transition planning process. Almost 30 percent of student enrollment comprises of EL students; though the Consortium, EL parents will receive support with transfer to PCC noncredit ESL courses.

PCC's Noncredit Division began offering ESL courses in 1980s to address the needs of new immigrants as part of the U.S. immigrant "amnesty" project of 1984 which granted amnesty to undocumented immigrants and set a pathway to citizenship in the U.S. Another component was the inclusion of English proficiency in order to pass the test for citizenship and basic skills for on-the-job communication. It is the largest noncredit program with an enrollment of more than 5,575 students annually. During fall 2013 – 2014, Noncredit Division offered 606 ESL sections with 222 sections offered in fall 2013; 218 in spring 2014; and 166 during summer 2014.

The noncredit ESL Program saw growth over the past five years from 1,250 students to nearly 1,900 students. Over 50 part-time faculty teach in the program, and there is one full-time ESL faculty with re-assigned time to serve as the ESL Program coordinator.

The ESL Program has made a significant impact in serving the needs residents in the San Gabriel Valley and also draws from the unincorporated community of Altadena, and the cities of Arcadia, La Cañada-Flintridge, Pasadena, San Marino, Sierra Madre, South Pasadena, and Temple City. Residents from El Monte and Rosemead also seek ESL courses.

Specific courses are offered leading to an ESL Program Certificate of Completion. Courses include conversation, advanced listening, speaking, pronunciation, reading,

writing, and grammar offered at pre-intermediate through advanced levels. The Program also offers elective courses in Grammar, Conversation, American Culture, and Writing.

The curriculum provides intensive English language instruction ranging from communicative life skills to basic academic preparation. The ESL Certificate Program (Levels 1 -5) prepares students for the workplace and a seamless transition from noncredit to credit. The program is designed to provide students with increased opportunities for successful employment, social interaction, and academic achievement.

ESL students receive additional support through an ESL Lab, The ESL Lab allows students to practice English and at the same time, improve their basic computer skills. The new Accelerated ESL course schedule allows students to move through the program quickly. The program provides students with increased opportunities for successful employment and academic achievement

PCC also has a very successful Noncredit to Credit Bridge Program. The Bridge Program was created to assist students with the transition from noncredit ESL to Credit ESL Programs. Students interested in a more rigorous academic setting, obtaining a degree or transferring to a university become part of the Bridge Program.

Since the beginning of the ESL Bridge Program in 2010, approximately 300 noncredit ESL students have participated in the Program; 116 applied to the credit ESL Program, and 79 successfully transitioned to the credit ESL Program. Ninety-five percent of these noncredit ESL students who transitioned to the credit ESL Program successfully completed their courses on the first attempt. Seventy-two percent persisted to the next level in the credit ESL sequence.

b. Evaluation of adequacy and quality

PUSD parent surveys, both for regular day and after school programs, consistently show a high demand for ESL classes that would be available for parents in an accessible location, during non-work hours, and/or times when childcare is available. ESL classes currently offered on PUSD campuses, including a limited number offered in collaboration with community partners such as the San Gabriel Valley Literacy Council are not offered with sufficient capacity or frequency to meet the needs of the community.

PCC provides quality ESL classes for parents of PUSD students, but should have more accessible options for time, location, delivery method and variety, at various on-site PUSD locations. Parent leader involvement is important for the planning and recruiting process, including coordination with District and School site English Language Advisory Committees, Parent Resource Center coordination, Language Development and Assessment Department (LADD), and the designation of counselor, administrator, teacher or school staff person for coordination and communication. The need to formalize the ESL service to parents may be achieved through careful counseling and transition planning for PCC noncredit programs.

Immigrant Education

The PCC Noncredit Division only offers one citizenship course to prepare non-citizens for naturalization. Course introduces students to the citizenship process and teaches civics, U.S. history, and U.S. government. Practicing the basic skills of reading, writing, and speaking English in preparation for the citizenship exam is emphasized

Workforce Preparation

The PCC Noncredit Division currently does not offer any workforce preparation courses under this funding category.

However, the Noncredit Division does offer one certificate called Career Preparation that includes courses such as Career Planning and Student Development, Job Placement and Planning, and Psychology in the Workplace. This is currently funded under the Elementary and Secondary Basic Skills funding category. The courses cover topics related to pre-employment workplace and and/or occupational skills training, job placement skills (resume writing, cover letters), and demonstrating critical thinking skills in interpersonal interactions with coworkers. The other goal of the Certificate is to assist students with their transition to credit programs. Due to lack of any formalized tracking system, no data exists for the number of certificate completers.

Although PUSD does not formally offer adult Workforce Preparation courses, Career Technical Education classes offered to secondary students through the Regional Occupation Program (ROP) area accessible to adults when there is availability. ROP and adult education courses could be offered at the Twilight School such as Building and Advanced Manufacturing course starting in the fall of 2014.

PUSD designed the Building and Advanced Manufacturing Academy at the Twilight School in 2013-2014 for implementation in the fall of 2014. Students, including adult students in the Twilight School, will enroll in courses of studies that include ROP and CTE designed to support transition of these students to work-based learning opportunities, internships and job placement along with transition to PCC certificate pathways. Career counselors will work with the adults/students in these pathways to support their transition to the workforce or PCC educational options that are available.

a. Evaluation of adequacy and quality

English as a Second Language (ESL)

The ESL Program has developed two literacy courses in the area of beginning literacy related to basic components of the English language and basic grammatical functions. However, it is seldom offered therefore not reaching a student population who are in need of these types of courses.

Historically, the ESL Program has offered classes in an open entry/open exit format. This flexibility was in part due to a life-skills ESL curriculum with the intent of adapt to a student's work and lifestyle schedules. However, summer 2012, there was a shift to a more "academic" focus through managed enrollment as a conduit to the ESL Bridge Program in transitioning students to credit ESL. However, this managed enrollment

approach has caused too many exit points for students, leading to a decline in student enrollments. The ESL Program conducted a faculty survey to determine if managed enrollment is still an effective tool in recruiting and retaining students. Preliminary feedback from faculty is temporarily discontinuing managed enrollment for fall 2014 until further research is conducted on its effectiveness.

Although the ESL Program offers a Certificate of Completion, few students have completed the certificate. In fact, many students are not aware of the opportunity to complete a certificate. Of more importance, the faculty has yet to design credit by exam options for students to achieve credit for lower levels if they place in higher level ESL courses. Another key factor for lack of certificate completers is that many courses are 216 hours.

The ESL faculty has developed shorter certificates that ensure completion of certificates in Literacy, and the other five ESL levels. These new certificates are pending state approval.

Immigrant Education

Addressing Future Immigration Reform

The Immigration Reform bill may provide a path to citizenship for the nation's approximately 11 million undocumented immigrants with the key requirement of having entered the country before December 31, 2011. One of the four key components of President Obama's immigration bill requires that undocumented immigrants complete specific requirements before they earn their citizenship such as requiring undocumented workers to pay their taxes, learn English and pass background checks.

PCC's non-credit program needs to prepare for the possible increase of students in the non-credit ESL program and prepare in anticipation of this projected need. Other non-credit certificate programs throughout the state already provide key courses and certificates.

Due to a high priority to transition students from noncredit ESL to credit ESL, minimal attention has been placed on ESL courses that will service a high immigrant population with limited literacy skills. Students with limited literacy skills remain at ESL Level 1 for many years due to the rather limited focus on this high need population. Also, the current citizenship course has not been reviewed nor updated for currency for several years.

Workforce Preparation

The Noncredit Division has not developed workforce preparation courses. Some courses in Adult High School Diploma Program and the Career Preparation Certificate cover workforce readiness. This is a high need area that has not had any curriculum development.

PUSD has introduced the Building and Advanced Manufacturing at the Twilight School which will start in the fall 2014. Students, including adult students, will enroll in course

of studies that include ROP and CTE courses designed to support transition of these students to work-based learning opportunities, internships and job placement along with transition to the PCC’s certificate programs for this pathway. Career counselors will work with the adults/students in these pathways to support their transition to the workforce or other PCC educational options that are available. PUSD is working on introducing the CTE certified courses to support this course of studies.

**b. Unduplicated enrollments and attendance (PUSD/PCC)
FY 2012-2013**

Program Area	Funding	FY 2012-2013 Unduplicated Enrollment	FY 2012- 2013 FTES
Classes and courses for Immigrants	Enhanced Noncredit	1223	151.29
Classes and courses for Immigrants	Non-enhanced Noncredit	1923	494.65
Classes and courses for Immigrants	Credit ESL	1618	207.87
Classes and courses for Immigrants	PUSD	n/a	n/a

c. Total dollar amount by funding source:

PUSD

ESL classes funded by EIA/LEP: \$3,000

PCC (details in Table 1.1B)

d. Operational costs by cost categories

PUSD Budget:

- a. Budget for counseling activities and career advising services: \$ 20,000
- b. Budget for language development programs and supplemental materials: \$20,000

**PCC Budget
 FY 2012-2013
 FY 2013-2014**

Pasadena City College Program Area	Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	Total FY 12-13 Operational Cost for Instructional Programs	Total FY 13-14 Operational Costs for Instructional Programs
2- Classes and Courses for Immigrants	Enhanced Noncredit	395,188	687,892
2- Classes and Courses for Immigrants	Noncredit	840,268	803,407
2- Classes and Courses for Immigrants	Credit ESL	5,563,853	2,890,237

PROGRAM AREA 3: EDUCATION PROGRAMS FOR ADULTS WITH DISABILITIES

a. Services and programs currently provided

PUSD is its own Special Education Local Plan Area (SELPA) – serving 78 adults aged 18-22, including PUSD current and former students as well as individuals who reside within PUSD boundaries. The PUSD Adult Living Skills Center (PALS) serves adult students and residents within the area served by PUSD between 18 and 22 years of age who have completed a high school four-year program and have an active Individualized Education Program (IEP). Now located at Wilson Middle School, PALS provides community-based skill development and independent living skills. Transition services provided by PUSD are designed to prepare these adults to transition when they turn 22 to work or postsecondary education and include instruction and coaching for using and accessing community services, vocational skills, recreation/leisure, domestic/household management, and functional academics.

PALS works with Regional Centers, Department of Vocational Rehabilitation, Workability I Vocational Training Program, and various public agencies and service organizations, but has not had a significant level of participation in courses offered by PCC's Noncredit Division. PALS students would significantly benefit from courses offered that were appropriate to their needs and skill levels, particularly in the area of workforce preparation. Students transitioning out of the PALS at age 22 would also benefit from referral system to PCC and other agency programs and support services.

In order to create a smooth transition to PCC, the consortium will address the social and economic needs of these adults by providing career training and work experience to the students in the PALS program.

PCC's Noncredit Division has limited offerings for adults with disabilities. A few courses are offered that focus on functional living skills for residents living in residential care facilities with an emphasis on health and safety. Another course provides workplace skills for developmentally disabled adults who are employed or wish to become employed in a workshop environment. Key topics include basic employment techniques including resume writing and interviewing.

PCC is beginning to meet with the Disability Student and Program Services (DSPS) Office to identify limited support services for noncredit students. DSPS primarily serves credit students at its Colorado Campus. Student support services were provided in the past to noncredit students. However, this service was recently eliminated.

PCC does interface with other local agencies serving this population such as Foothill Vocational Opportunity, Ability First, Crown House, Villa Esperanza, and Center for Living Independent. No courses are offered at the Community Education Center (CEC) where the majority of noncredit courses are offered.

b. Evaluation of adequacy and quality

There has been no curriculum development in this area for many years at PCC. Due to

the limited number of course offerings, the Noncredit Division is not servicing this high need population. Of most importance, no Student Support Services are available for students with disabilities. Students are required to meet with a credit DSPS counselor at the Colorado Campus to complete extensive documentation to verify their disabilities and request accommodations. Once the disability and accommodation is identified, noncredit counselors work with faculty to address the specific need.

There is a need for PUSD to continue to provide additional transition trainings and job placements. By creating an adult consortium, the special education counselors can work with PCC to create job shadow, internship and job placement options.

Students enrolled in PALs would also be enrolled at the adult education job shadow, job placement options as part of their regular day.

c. Unduplicated enrollments and attendance (PUSD/PCC)

Program Area	Funding	FY 2012-2013 Unduplicated Enrollment	FY 2012- 2013 FTES
Adults with Disabilities	PCC Noncredit Enhanced	13	0.36
Adults with Disabilities	PUSD Special Education	53	n/a

d. Total dollar amount by funding source

PUSD (details in Table 1.1B)

PCC (details in Table 1.1B)

e. Operational costs by cost categories

PUSD

Job placement, monitoring and counseling: \$ 20,000

Transportation of adults to PCC programs: \$10,000

PCC

FY 2012-2013

FY 2013-2014

Pasadena City College Program Area	Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	Total FY 12-13 Operational Cost for Instructional Programs	Total FY 13-14 Operational Costs for Instructional Programs
Adults with Disabilities	Noncredit	5,336	4,894

PROGRAM AREA 4: SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS WITH HIGH EMPLOYMENT POTENTIAL

a. Services and programs currently provided

PUSD offers the following short-term CTE pathway programs that are open to students 18-20:

Medical Arts: The goal of the courses in this program is to expose students to the diverse career opportunities available in the health field. Upon completion, the students will be prepared academically as well as vocationally for skilled entry level jobs and/or entrance into colleges or universities. Students will be able to incorporate knowledge and skills acquired in the classroom while working in a health care environment.

Students can be dual enrolled in classes that will currently transition into PCC's credit health careers pathways. Medical billing is a 180 hour credit certificate class that will allow students to enter immediate employment. Students wishing to work with animals will have the opportunity to take a Vet Tech class. All classes will either lead to a certificate or internships with possible employment. No current pathways exist with PCC's Noncredit Division since it does not have any health related CTE programs.

Building Construction and Design: The focus for this program is a curriculum that combines hands-on learning with practical real world applications. This program of study incorporates construction and design topics with specific skill sets to help prepare students with knowledge of construction and design careers. Students in this pathway will develop a foundation in math, English, science and technology. This will help them engage in challenging hands-on projects that develop their skills in solving real life issues in the workforce. Also, job shadowing opportunities, internships and mentors are identified to assist students into the workforce or college.

Career Planning: Students will prepare for the workplace but also be technically competent as they complete this class. Curriculum will center on communication, empirical reasoning, personal qualities, quantitative reasoning, and social reasoning. This class will help mold a well-educated, logical, responsible, fit, understanding, cooperative, well rounded student.

The key component is learning through unpaid internships. It brings real life situations and helps young people explore jobs or help them fine tune their interests. The class is not only advantageous for the student but also to the businesses. Businesses mentor the students and train students during their internships. It will be offered at 9th grade for comprehensive high schools starting 2014 - 2015. This will be part of the dual enrollment Memorandum of Understanding (MOU). However, it is needed for 10th - 12th graduation in alternative education, where 80 percent of students who graduate are more likely to go to PCC.

Programs for Apprenticeships: All three CTE classes have either an apprenticeship program or internships. Building and Construction is exploring an apprenticeship

partnership with the Flintridge Center. The Flintridge Center is a nonprofit organization serving the Pasadena area. It provides support services to high risk youth in collaboration with community organizations whose goal is to improve the education, neighborhood safety, and workforce readiness of its residents.

The Medical Arts Program has many internship opportunities through Kaiser, Huntington Hospital, doctor's offices, veterinary clinics, and paid internships during the summer for rising eleventh grade students. Students who are dual enrolled can transition into the health career classes through PCC's credit programs. No transition pathway exists with the Noncredit Division.

The PCC Noncredit Division only offers three short-term vocational (CTE) certificates:

Business Office Systems Program: The Program prepares students for entry and intermediate level clerical jobs or transition into a credit business information technology program. It covers training that prepares students for careers as a Clerk/Receptionist, Administrative Assistant, and Bookkeeping. Tracking of students began in 1995 with 188 certificate completers.

Apparel Skills and Drapery Construction Program: The Program prepares students for entry level positions in the fashion and garment industries. Students develop skills in professional techniques of clothing construction and the use of Trades machines, tools and attachments. Tracking of students began in 1995 with 340 students completing the certificate.

Entrepreneur Success Program: The Program prepares students for the formation of entrepreneurial opportunities and ventures. It will enable students to form and operate competitive businesses, develop entrepreneurial skills, and understand the procedures for becoming self-employed. No tracking exists to identify the number of certificate completers.

a. Evaluation of adequacy and quality

PCC has three noncredit CTE programs and is not adequately meeting workforce in the Pasadena area and which are not aligned with PUSD's College and Career Pathways that serve students who are more likely to enter noncredit CTE. The Business Office Systems has not been reviewed during the past two years. The Apparel Skills and Drapery Construction Certificates have not been reviewed or updated during the past seven years to reflect current market demands. The Entrepreneur Success Program Certificate has not been updated during the past four years.

Four other CTE certificates (Broadcast Media, Fashion Retail Academy, Fitness Lifestyle Academy and Health Promotions Program) are obsolete and scheduled for program discontinuance in fall 2014. There has been no curriculum development for many years to address the workforce needs of the Pasadena area adult population in the state priority areas.

b. Unduplicated enrollments and attendance (PUSD/PCC)

Program Area	Funding	FY 2012-2013 Unduplicated Enrollment	FY 2012- 2013 FTES
Short-term CTE	PCC Noncredit	1260	105.5
Short-term CTE	PUSD	n/a	n/a

c. Total dollar amount by funding source

PUSD (not applicable)

PCC (details in Table 1.1B)

d. Operational costs by cost categories

PUSD

FY 2012-2013 (not applicable)

FY 2013-2014

Cost of establishing Building Career Pathway (start up with courses and materials):
\$30,000

PCC

FY 2012-2013

FY 2013-2014

Pasadena City College Program Area	Credit ESL, Credit Basic Skills, Noncredit, Enhanced Non-Credit	Total FY 12-13 Operational Cost for Instructional Program	Total FY 13-14 Operational Costs for Instructional Programs
4- Short Term CTE	Enhanced Noncredit	\$531,350	\$410,325

PROGRAM AREA 5: PROGRAMS FOR APPRENTICES

a. Services and programs currently provided

Pasadena Unified School District has developed ten College and Career Pathways within its four high schools that are focused on preparing students for entry into the workforce, whether directly after high school graduation or postsecondary. These Pathways focus on high-need California industry sectors, including Building and Design, Computer Science and Application Development, Engineering, Arts, Entertainment and Media, Business, Law and Public Service, Health and Medical Arts. A major part of this curriculum for students in grades nine through 12 is work-based learning, including internships, guest speakers, job skill preparation, job shadowing, mentoring and more. Career Technical Education teachers participate in extensive professional development, externships when possible, and develop integrated lessons. Although its capacity has been limited, PUSD has established a number of business partnerships and works together with the City of Pasadena and others to place students as interns with local businesses, corporations and nonprofit community organizations.

For students attending the Twilight School, there is a significant need for additional support services to help transition non-graduate students who wish to matriculate and reduction disruption in the student's instructional pathway. The Foothill WIB, Flintridge Center, Learning Works Charter School and other community agencies assist the PUSD in providing support services, such as job skills and workforce training, for students to graduate high school and more successfully transition to employment and/or postsecondary education. The District recognizes the need to create career themed pathways that feed into the existing PCC pathways so that students can complete part of the course at Twilight and successfully transition to PCC to complete the certification.

The PCC Noncredit Division offers an Apprenticeship Preparation Program course designed to prepare students for apprenticeships in building Trades and entry-level positions in other occupations. The course consists of modules of varying lengths with emphasis on introduction to the trades, math and reading, testing skills, job search skills, and some hands-on training.

b. Evaluation of adequacy and quality

As a wider consortium continues to develop and includes a wider range of participants, there will be a need to create clear criteria for placement in apprenticeships, strong relations with Trades unions, site visits from industry expert. There is also a need for more systematic coordination and communication for both PUSD and PCC with businesses and Trades unions, many of whom would be interested in providing both internships and apprenticeships but are not interested in multiple agency partnership and time consuming planning.

The Apprenticeship Preparation Program was designed as a certificate of completion; however, due to an administrative oversight, it was never approved by the California Community College Chancellor's Office. The Program was never modified and re-

submitted to the Chancellor's Office for formal approval as a certificate and is currently offered as a 240 hour "course."

c. Unduplicated enrollments and attendance

Since this is not an approved certificate, there are no completers. However, since 2006, 304 students have completed the Apprenticeship Preparation Program "course."

IV. OBJECTIVE TWO

OBJECTIVE #2: *An evaluation of needs currently unmet needs adult education programs within its region.*

PROGRAM AREA 1: ELEMENTARY AND SECONDARY BASIC SKILLS, INCLUDING CLASSES REQUIRED FOR A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL EQUIVALENCY

a. Needs currently unmet

PUSD recognized the need for providing Adult education services because of several factors:

There is a high rate of English Language (EL) Learners (20 percent). Parents of PUSD students have identified a need for support with language skills so that they in turn can support their student's success. PUSD has begun the process of designing the expansion of the Twilight School to include ESL certification, GED certification, and the classes to support parents who wish to learn the English language. The data for EL students suggested the need to offer additional support classes; the Twilight School currently offers this option. In the fall of 2014, ESL certification courses will be offered to parents and families of EL students.

PUSD students experience a high rate of free and reduced lunch applicants (69 percent). This is a direct reflection on the family education status and the social and economic needs of the students and PUSD families.

PUSD offers services to pregnant minors through its Independent Study program. This program needs to be redesigned to offer parenting classes for teen mothers and fathers. Currently there about 45 parenting minors in PUSD and 45 in Learning Works. These programs need to be expanded to include child care, classes for both mother and father, referrals to community programs, health care and counseling to assist these students in achieving a high school diploma or equivalency.

PCC's AHSD Program serves an essential need for non-graduating students from the local community. It also serves those not eligible to participate in programs such as the PUSD Twilight School. A high school diploma remains a critical necessity for successful entry into the job market. Acquisition of a high school diploma will lead to improved employability and preparation for entry into college. PUSD and PCC's Noncredit Division do not have any formal or informal processes for non-completers to transition to PCC's AHSD Program. There are no articulation agreements between these two consortium members.

Students in the Twilight School are unable to register in a timely manner into the AHSD program due to tight testing dates. Therefore, students must wait another additional term to register into the AHSD Program since they are not able to test and receive placement results prior to the start of the term.

There is a significant need for transition services from AHSD Program to short-term CTE, credit CTE, other credit academic programs or employment. There are no processes for AHSD Program students to transition to other non-credit programs or to credit academic or CTE programs. Students work with noncredit counselors for advisement but it is on a one-to-one basis.

b. Analysis/description of local regional economy

AB 86 2014 Planning Demographic Data demonstrates that 56,300 or 14 percent of residents (410,948) over age 25 in the Pasadena regional consortia area do not possess a high school diploma. The 2013 high school dropout rate in the PCC area was 13 percent and 18 percent of PUSD students did not pass Twilight School the CAHSEE by the time of graduation.

c. Additional analysis utilizing other data

The PCC 2012-2013 Scorecard Metrics report tracked Completion, Persistence and 30 units for a cohort tracked for six years to determine outcomes in the metric. The findings are troublesome showing a low completion rate (14 percent) for students entering PCC unprepared for college level work. Of greater concern, is the low completion rate for Latinos students, 56 percent prepared and 32 percent unprepared who comprise over 40 percent of PCC's total student population. It is also important to note that over 65 percent of new entering students are in the unprepared for college category.

Over 60 percent of students attending PCC are out of its service area drawing on students throughout Los Angeles (LA) County. Therefore, it is important to document that nearly a quarter of LA County adults over age 25 (1.5 million people) lacks a high school diploma or a California High School Equivalency Certificate, the latter earned by successfully passing the GED test. Almost 60 percent of these adults have less than a ninth grade education. Another 23 percent has only a high school diploma. In the City of LA, Workforce Investment Board (WIB) Service Delivery Area (SDA), more than 27 percent of adults over 25 have a high school diploma.

Community colleges statewide report placing 70 percent of their students in remedial mathematics and 42 percent in remedial English. This creates a large expense on both the system and the students. In 2011- 2012, 78,548 students were either in non-credit or for-credit community college basic skills courses.

PROGRAM AREA 2: CLASSES AND COURSES FOR IMMIGRANTS ELIGIBLE FOR EDUCATIONAL SERVICES IN CITIZENSHIP AND ENGLISH AS A SECOND LANGUAGE, AND WORKFORCE PREPARATION COURSES

a. Needs that are currently unmet

ESL Program Certificate of Completion Non-completers

In 2007, the PCC ESL Program created a certificate of completion for students completing all of five levels. However, no students have ever completed this certificate. Due to the length of these courses (216 hours), the ESL faculty created new courses but did not develop any new certificates of completion. This is pending state approval.

Student Services

ESL students currently do not have access to noncredit counselors. Students are referred to the ESL Office staff that reviews managed enrollment procedures, and shares information regarding open entry/open exit ESL courses. Some ESL faculty involved with the ESL Bridge Program to ESL credit share some information with their students.

Improvement of Immigrant Education Programs

The PCC Noncredit Division has limited programs and services for immigrants especially those with very low literacy skills in their native languages. The lack of literacy skills in an immigrant's native language prevents them from accelerating the acquisition of the English language.

Language experts confirm that it is critical for adults to first master reading and writing in a native language before jumping into ESL courses. The academic skills from one language transfer to the second—making students more successful and efficient at grasping rules and grammar.

b. Analysis/description of local regional economy

AB 86 2014 Planning Demographic Data demonstrates that 170,937 or 42 percent of the total population in the Pasadena regional consortia area are identified as EL Learners or ESL adults. Of equal importance, 58,709 or 14 percent are non-naturalized citizens and 65,208 or 16 percent are adults with low literacy skills.

c. Additional analysis utilizing other data

The ESL program student population includes immigrants from over 35 diverse countries with varying literacy and academic preparation. Over the past few years, the ESL program has seen a significant change in its demographics with more educated immigrants choosing noncredit as a place to learn English.

Data provided by Healthy Pasadena (2014) shows the following:

57.23% speak only English at home

23.59% speak Spanish at home

11.32% speak Asian/Pacific Islander language at home

6.82% speak Indo-European language at home

1.02% speaks other Languages at home

Nearly 36 percent of L.A. County residents are foreign born and 56 percent live in homes where a language other than English is spoken; 31 percent of Los Angeles Unified School District students are English learners and 54 percent of the L.A. County population speaks English less than very well, compared to 40 percent statewide. Thirty-three percent of adults in L.A. County lack basic "prose literacy". For example, they cannot read and understand a newspaper compared to 23 percent statewide. Immigrants lacking a high school diploma or GED are 15 percent less likely to become naturalized citizens.

According to the 2010 U.S. Census, there are 50.5 million individuals of Latino origin in

the U.S. compared to 35.3 million in 2000. Latinos are the largest growing population in the U.S. with a 43 percent growth since 1990. According to Mexico's 2000 Census, 54 percent of their population did not complete intermediate-level education.

In 2010, the Pew Hispanic Center stated that 52 percent of Latinos in the U.S. are high school drops compared to 25 percent native born. Among Latino dropouts, some 21 percent of the native born have a GED, compared with just five percent of the foreign born persons. Unemployment rates are higher and salaries lower to those who do not have a high school diploma.

Spanish in Today's Workforce: The Importance of Bilingual Communication

The Spanish speaking population makes up to 14 percent of the US society. California must make a social and economic psychological shift to honor individuals who are proficient in both English and other languages such as Spanish. For example, from a global perspective, Spanish is becoming more and more important in call centers and in banking. It is important for the Noncredit Division to explore new bilingual courses and programs.

PROGRAM AREA 3: EDUCATION PROGRAMS FOR ADULTS WITH DISABILITIES

a. Needs currently unmet

PCC's Noncredit Division no longer provides direct services to adults with disabilities. Students are referred to the Colorado Campus facility, and local community organizations serving this population. Students must meet with a Disability Program and Services (DSPS) counselor at the Colorado Campus to verify a disability and accommodations needed. Once this is identified, the student meets with a noncredit counselor to determine what services can be provided.

PUSD will continue to identify new and existing pathways that support the needs of special needs students with its district. As there are several 21 year old adult students currently served throughout the district, the adult school collaborative will identify formalized pathways for students with disabilities to facilitate transition into the community adult living programs and PCC's certificate programs.

Discussions are underway in PUSD about how to best develop a pathway that will address the needs of students with disabilities (until age 22) that will create job-readiness skills and similar programs will be designed at the Twilight School, PUSD Adult Living Skills Program (PALS), and Pasadena City College as part of the AB 86 Consortium. The Consortium will work on exploring how students with special needs who remain with PUSD (until 22) can be best served. The Consortium will explore for how to transition students with disabilities to short-term CTE programs to include a referral system to other agencies.

PUSD's PALS program works with Regional Centers, Department of Vocational Rehabilitation, Workability I Vocational Training Program, and various public agencies and service organizations, but has not had a significant level of participation in courses

offered by PCC's Noncredit Division. PALS students would significantly benefit from courses offered that were appropriate to their needs and skill levels, particularly in the area of workforce preparation. Students transitioning out of the PALS at age 22 would also benefit from referral system to PCC and other agency programs and support services.

The PCC Noncredit Division only offers a few courses and there has been no curriculum development in this area. In addition, the student support services needs of adults with disabilities has not been addressed. The Noncredit Division needs to increase courses offerings, and create a Workplace Preparation Certificate for Adults with Disabilities. It also needs to address student support services needed especially those students who need accommodations.

a. Analysis/description of local regional economy

AB 86 2014 Planning Demographic Data demonstrates that 41,597 or 10 percent of the total population in the Pasadena Regional Consortia area are identified as Individuals with Disabilities.

b. Additional analysis utilizing other data

Not applicable

PROGRAM AREA 4: SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS WITH HIGH EMPLOYMENT POTENTIAL

a. Needs currently unmet:

Although the PUSD Pathways and PCC's CTE Department have been doing significant work on aligning curriculum, including the development dual enrollment credit courses that are slated to be offered at PUSD high schools on a pilot basis this fall, PUSD and PCC have not yet developed aligned pathways to short-term CTE, noncredit courses, particularly those leading to degree/certification in the related industry.

PCC's Noncredit Division offers three noncredit short-term CTE programs to train for jobs. No curriculum development has occurred in noncredit for many years to address the needs of the adult population. One certificate is not included in this total since it is recommended for a program modification: it only offers one of three required courses for students to complete the certificate. This fall 2014, the Academic Senate approved four certificates for program discontinuance since they are obsolete and no longer viable to serve the needs of the Pasadena Consortium regional area.

The need for short-term job training opportunities is important in addressing the needs of undereducated and underserved adults throughout the Pasadena regional consortia area. It is urgent for PCC to provide more educational opportunities for adults to enter the workforce or transition into credit programs. This is particularly true for the students who attend PUSD's Twilight School.

In Los Angeles County---much like the entire nation and even the global community—adults are focused on jobs. Many talented adults who want to work are unable to find quality jobs. Los Angeles County adults are looking beyond a high school education toward their futures, and figuring out which industries are hiring and where they can find good jobs to earn a family wage.

PCC is focused on helping adults train for jobs, and this is not a new found focus. Job training has been, and remains, an important goal for PCC's Noncredit Division. Tens of thousands of adults have only one goal in mind: Improve skills for employment.

b. Analysis/description of local regional economy

AB 86 2014 Planning Demographic Data demonstrates that 29,999 or seven percent of the total population in the Pasadena regional consortia area are identified as Unemployed and 89,587 or 22 percent are living in poverty.

c. Additional analysis utilizing other data

The unemployment for Pasadena is lower than LA County's unemployment rate of nearly 12 percent compared to 11 percent statewide. Nearly 16 percent of LA County's residents live in poverty; compared to 14 percent statewide.

Fifty-eight percent of the people who will be in California's workforce in 2020 were already working adults in 2005 and are therefore long past the traditional high-school-to-college pipeline.

PCC's mission is to provide career-technical education and training programs for the local community that ensures a skilled, productive workforce. Currently labor market data produced by the State of California Employment Development Department (EDD) reveals information for new CTE certificate programs.

According to the 2010-2020 projections, the following are some of the fastest growing occupations in LA County that have potential for new noncredit CTE certificates:

- Home Health Aides
- Personal Care Attendants
- Food Services Managers
- Health Education
- Physical Therapy Assistants
- Pharmacy Aides
- Medical Administrative Assistants
- Health Care Social Workers
- Green Building Practices

The occupations with the most openings:

- Personal Care Aides
- Office Clerks, General
- Nursing Aides, Orderlies and Attendants
- Teacher Assistants
- Receptionists

- Information Clerks
- Home Health Aides
- Housekeeping
- Landscaping
- Medical Assistants
- Medical Administrative Assistants

PROGRAM AREA 5: PROGRAMS FOR APPRENTICES

a. Needs currently unmet

PCC Apprenticeship Preparation Program course

The PCC Noncredit Division Apprenticeship Program course was designed as a short-term CTE certificate but never approved as a certificate program. This curriculum needs a program review and new courses for a CTE certificate in this high demand area.

PUSD has seen a need to develop partnerships for apprenticeships that are more closely aligned with and support industry sector needs, and to develop relevant curriculum. PUSD, PCC and involved community organizations have identified the need for collaboratively plan and “backwards map” to ensure that the preparation options for PUSD and PCC students ensure that they are competitive for high need employment opportunities. Matching student and industry needs, the Twilight School is designing and implementing two career preparation pathways-Building and Design and Business and Career Pathways (both of which include apprenticeship opportunities within the community).

As a wider consortium continues to develop and includes a wider range of participants, there will be a need to create clear criteria for placement in apprenticeships, strong relationships with Trades unions, site visits from industry expert. There is also a need for more systematic coordination and communication for both PUSD and PCC with businesses and Trades unions, many of whom would be interested in providing both internships and apprenticeships but who are not interested in multiple agency partnerships and time consuming planning.

Collaboration with K-12 and Credit CTE

Pre-Apprenticeship Program in Building Trades and Construction Industry

The certificate will also be designed to prepare students for apprenticeships in building trades and entry-level positions in other occupations. The course consists of modules of varying lengths with emphasis on introduction to the trades, math and reading, testing skills, job search skills, and some hands-on training.

Faculty is currently conducting a curriculum redesign and in discussions with PUSD and credit CTE faculty. The new certificate program will consists of four new courses to address key areas in the building and construction Trades area.

b. Analysis/description of local regional economy

Future employment in the Building and Construction trades is promising in the Los Angeles County area. According to the State of California Employment Development Department (EDD), the following are projections for 2010- 2020 in terms of future job opportunities in the greater Los Angeles area:

Trades	Percentage Increase	Net New Jobs
Construction Laborer	20.1%	1,860
Management	9.8%	320
Construction and Building Inspector	19.4%	280
General Construction trades	20%	2,010
Construction trades, Assistants	13.3%	40

c. Additional analysis utilizing other data

n/a

V. OBJECTIVE THREE

OBJECTIVE #3: *Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.*

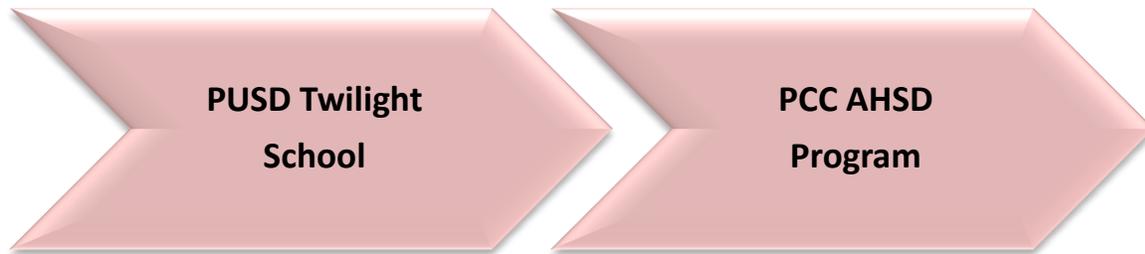
A. EDUCATIONAL PATHWAYS

The PAC has identified seven (7) key strategies for integrating existing programs and creating seamless transitions into postsecondary education or the workforce. These key pathways will guide all of the future educational and career pathways for PAC activities and programs.

1. Transition pathway for adult learners from High School Diploma (Twilight School) to PCC Adult Secondary Education (ASE) programs;
2. Transition pathway for adult learners from High School Career Pathways to noncredit short-term CTE, credit CTE programs or workforce;
3. Transition pathway for adult learners from noncredit ASE programs to college credit programs;
4. Transition pathway for adult learners from noncredit ESL or VESL to Adult Basic Education (ABE), ASE noncredit programs and credit programs or workforce;
5. Transition pathway for adult learners from noncredit programs to workforce;
6. Transition pathway for adult learners from noncredit short-term CTE to credit CTE, academic programs or the workforce; and
7. Transition adult learners with disabilities from PUSD to PCC noncredit, credit or the workforce.

StrategyA1: Transition pathway for adult learners from High School Diploma (Twilight School) to PCC Adult Secondary Education (ASE) programs
Ensure the transition of adult PUSD's Twilight School "non-completers" to PCC's Noncredit Division Adult High School Diploma (AHSD) Program.

Figure 1.0



Both PUSD and PCC's Noncredit Division offer high school diploma programs. While serving different age populations, both programs need to be aligned. If a student drops out of the Twilight School and is no longer eligible, PUSD can refer the student to PCC's AHSD Program.

PCC and PUSD will explore the possibility of creating a Joint Diploma Program. The Joint Diploma Program will address high school graduation requirements for older students who are credit deficient for various reasons and who have the academic ability to complete the PCC Noncredit Division's AHSD Program.

Due to staffing issues in PCC's Noncredit Division, PAC has proposed the creation of "Matriculation Transition Advocates" whose primary responsibilities include a caseload of all PUSD referrals to PCC to ensure that students do not become frustrated with a new matriculation process. The Advocates will guide students through assessment, placement, and the actual registration of students into their courses. The Advocates will collaborate with existing counselors as they transition and assign the student to a noncredit fulltime counselor to begin a student educational/career plan or SECP (Figure 1.0).

Strategy A2: Transition pathway for adult learners from High School Career Pathways to noncredit short-term CTE, credit CTE programs or the workforce

PUSD and PCC's Noncredit Division will initially focus on two (2) career pathways currently offered by PUSD (Figures 2.0 and 3.0):

Pathway 1: Business and Career Pathways

Pathway 2: Building and Design Pathways

Once PUSD faculty and PCC faculty and staff articulate the two aforementioned Pathways, showing the seamless transition from high school to noncredit or credit, it will explore future collaborations with PUSD's newly established career pathways in Health Careers and Graphic Design.

AB 86 Planning Grant activities include the creation of new courses and noncredit short-term CTE certificates in the following that align with PUSD Career Pathways:

- VESL Health Care

- Personal Care Attendant
- Medical Front Office Clerk
- Business Literacy Skills
- Basic Graphic Design

One new strategy is the creation of a “*Noncredit to Credit Bridge Coordinator*”. The Bridge Coordinator will be responsible for working with noncredit staff, faculty and counselors to assist students with the transition process to credit or the workforce. The Bridge Coordinator will create a Summer Noncredit Bridge Program that will ease the transition of students to credit CTE or credit programs. This collaboration will also include business and industry partners.

Figure 2.0
PATHWAY 1: Business and Career Pathways

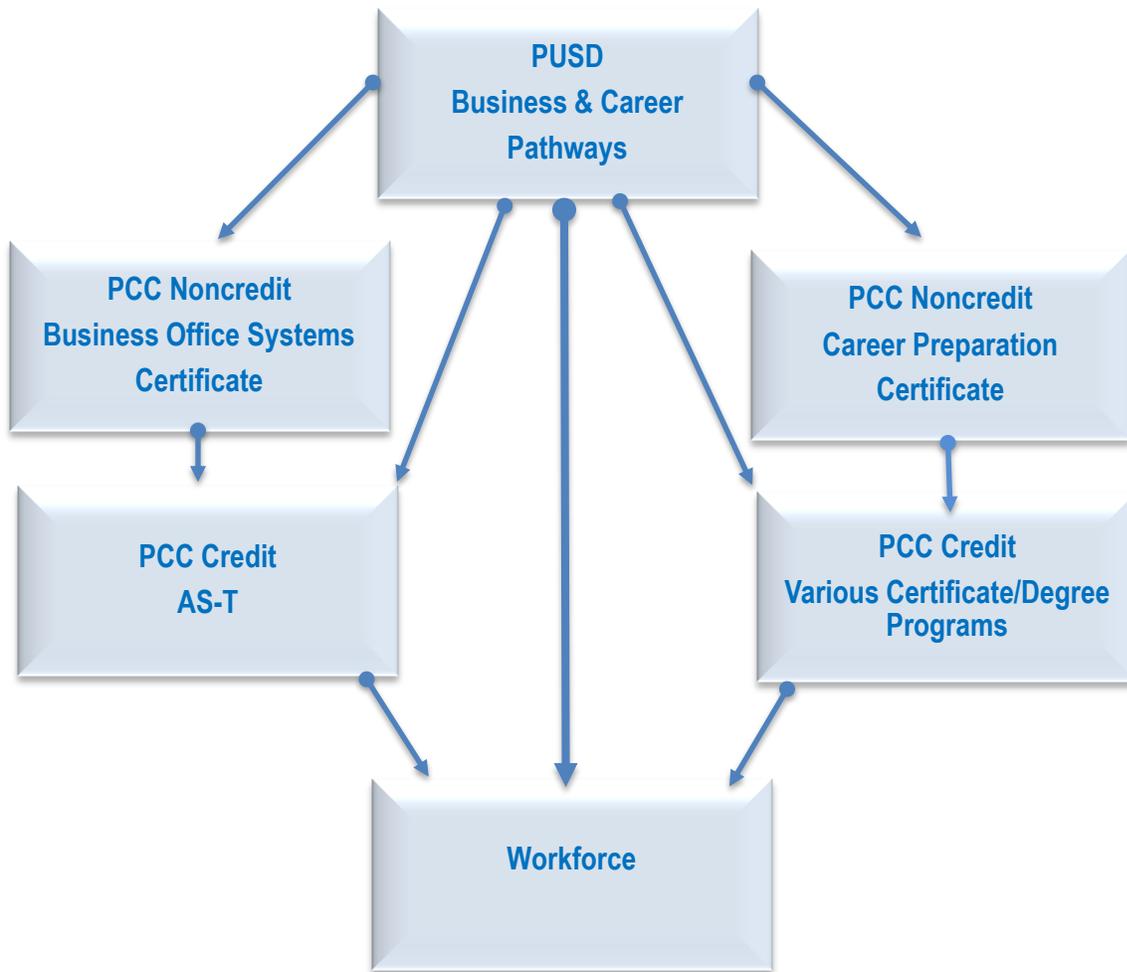
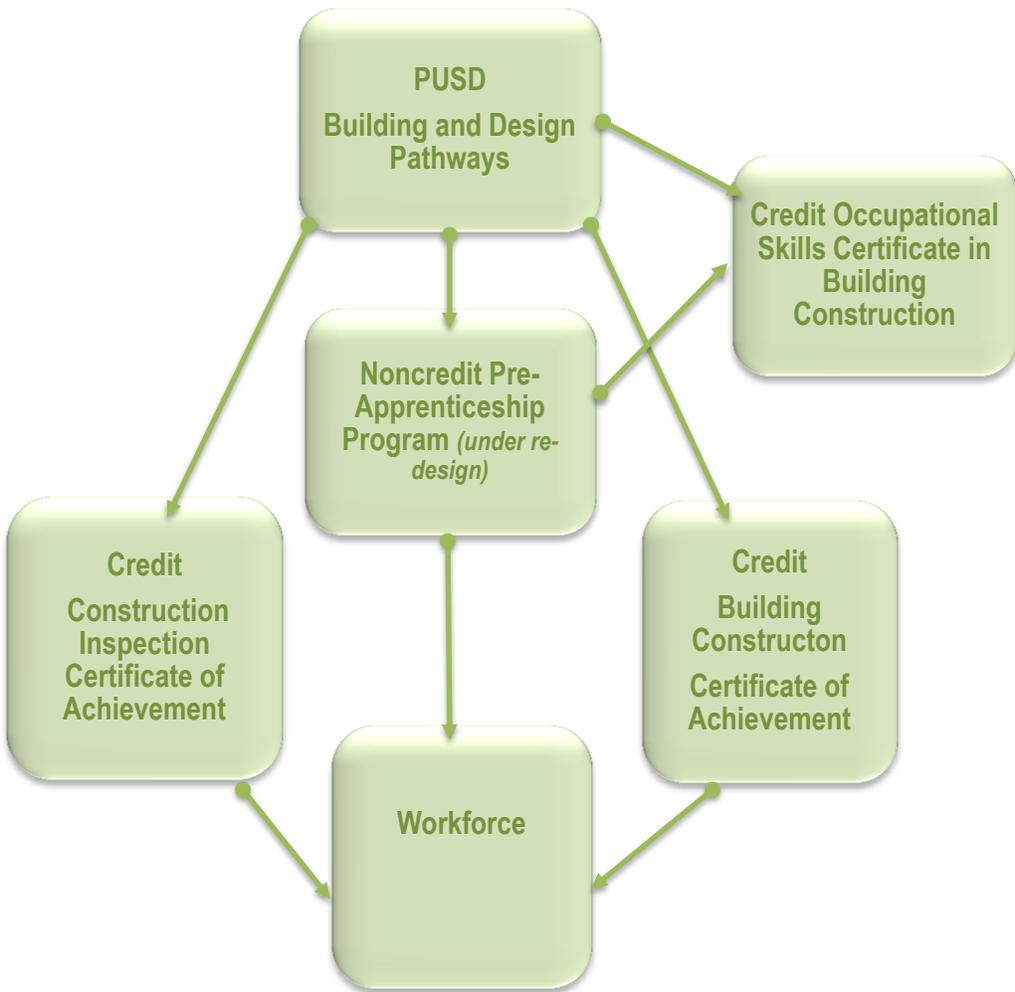


Figure 3.0
PATHWAY 2: Building and Design Pathways



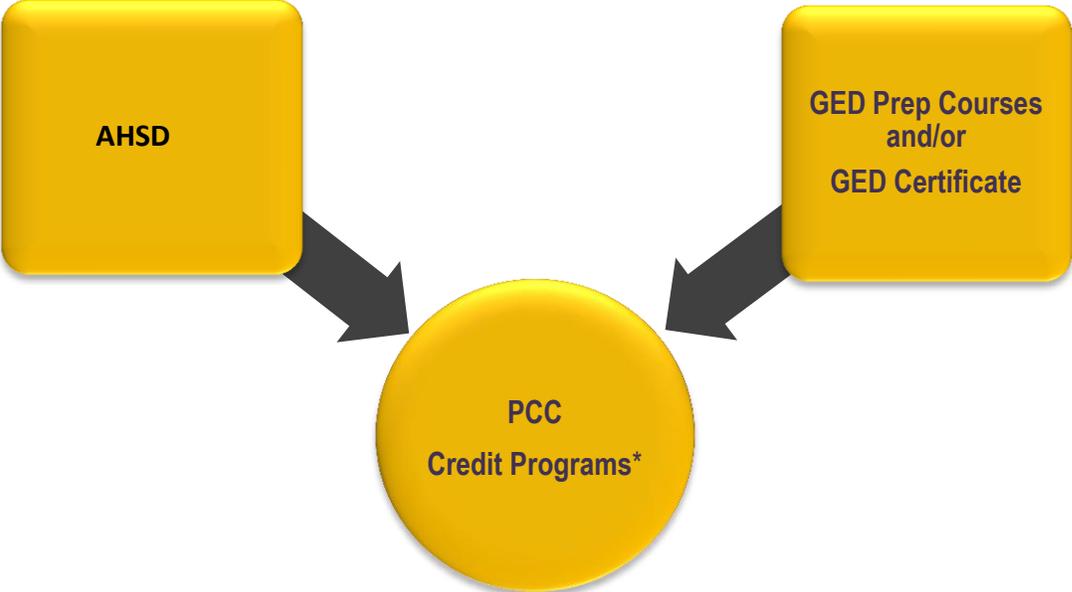
Strategy A3: Transition pathway for adult learners from noncredit Adult Secondary Education (ASE) programs to college credit programs

PCC’s Noncredit Division ASE program includes the AHSD program, and General Education Development (GED).

Curriculum development in this area includes the development of new GED preparation courses that lead to a GED Certificate of Competency. Once students complete the preparation courses and certificate, they will be referred to the Pasadena Community GED Center to complete the online requirements for GED certification.

The PAC proposes the creation of three (3) “Academic Coaches” who will facilitate the necessary academic for students including, but not limited to, tutoring, Learning Assistance Center (LAC), supplemental instruction and other support services to ease the transition from noncredit students to credit. The goal is to eliminate any barriers to the credit matriculation process (Admissions and Records and Counseling) and other key services such as Financial Aid, DSPS, Learning Assistance Center, Writing Lab, Career Services, needed for their success (Figure 4.0).

Figure 4.0



**as determined by Student Educational Plans*

Strategy A4: Transition pathway for adult learners from noncredit ESL to Adult Basic Education (ABE), Adult Secondary Education to Credit

Noncredit ESL students can pursue the following options once they complete their ESL studies:

- 1) ABE courses

- 2) ABE Certificate of Competency (*under development*)
- 3) GED
- 4) AHSD
- 5) Vocational ESL (VESL) Certificate of Competency (*under development*)
- 6) Transition to credit ESL
- 7) Noncredit short-term CTE programs
- 8) Credit short-term CTE
- 9) Credit academic programs

It is imperative that the Noncredit Division create seamless pathways for students who have numerous options to pursue additional educational avenues (Figure 5.0 and 6.0)

In order to ensure that ABE students transition into ASE programs due to a “much longer pathway,” the PAC will also be assigned “*Academic/Career Coaches*” to focus on transition and retention of students who choose ASE programs, short-term CTE or credit CTE or the workforce as delineated earlier.

In addition, PAC will utilize VESL coordinators to ease the transition of adult learners from PUSD to PCC or the workforce due to a large population of adult learners who are PUSD parents of English Language Learners (EL) or are enrolled in PCC’s Noncredit ESL Program.

Figure 5.0

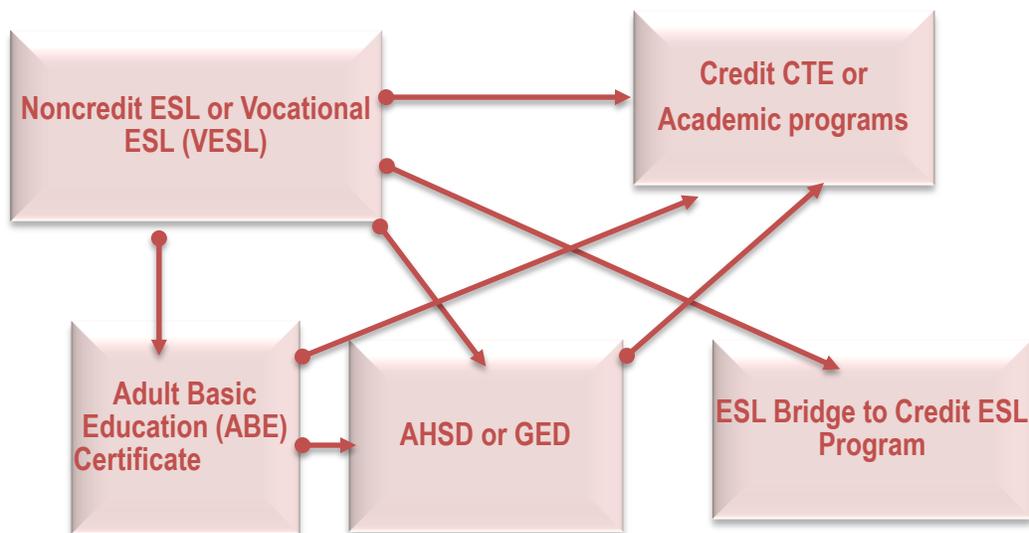


Figure 6.0
VESL Educational Pathway for VESL Childcare

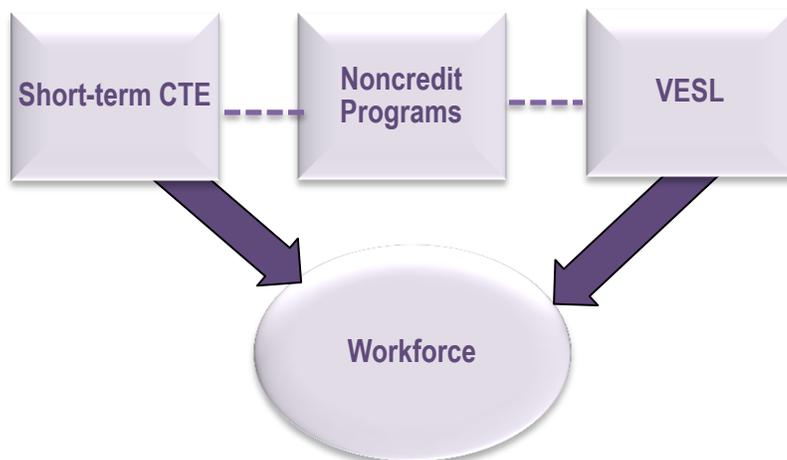


StrategyA5: Transition pathway for adult learners from noncredit programs to the workforce

The tracking of students from noncredit programs to the workforce will be discussed more in detail in the next section *1F: Transition students from noncredit short-term CTE to credit CTE or academic programs.*

One major initiative of PAC is to focus on workforce preparation needs of adult learners. PCC’s Noncredit Division does not have anyone who can focus on workforce preparation needs for adult learners. The PAC proposes a new *Community/Business Relations Advocate* position. The Advocate will work with industry partners and credit CTE faculty and staff to ensure the appropriate alignment of services for students on an education/career pathway. The Advocate will also schedule bi-annual PAC Advisory meetings. The Advocate will also create the education/career pathway brochures for the short-term CTE certificates currently in the PCC Curriculum and Instruction Committee review process and scheduled for approval this fall 2014 (Figure 7.0).

Figure 7.0



Strategy A6: Transition pathway for adult learners from noncredit short-term CTE to credit CTE, academic programs or the workforce

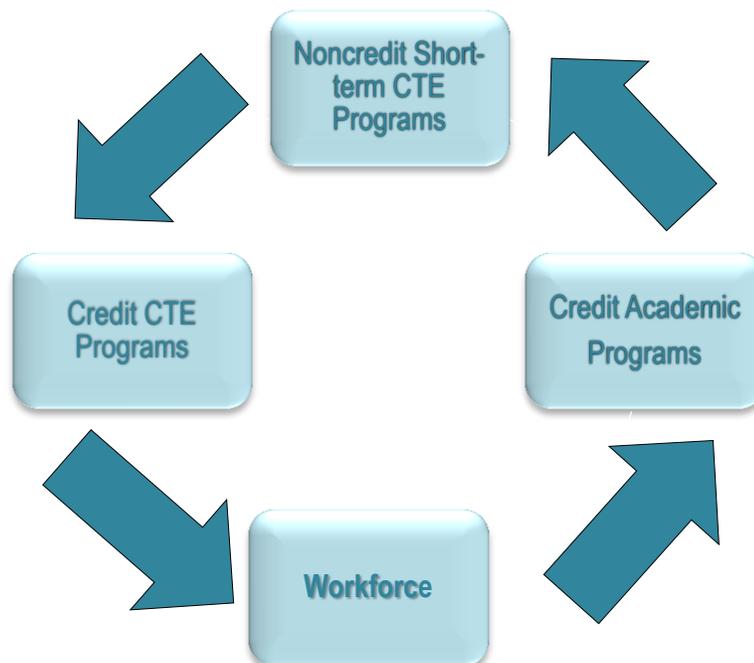
Noncredit programs are gateways into the credit programs of the community college system, bringing in students from one of the targeted ten noncredit areas. It shows students possibilities beyond noncredit such as an associate degree, a noncredit short-term CTE certificate, credit CTE or the prospect of transfer to a four-year institution.

City College of San Francisco that analyzed data their noncredit to credit transitions and reports that 23 percent of all AA/AS degree earners began in noncredit. However, while pathways are being forged between noncredit and credit at some colleges, many colleges have far to go at establishing such linkages (Figure 8.0).

Noncredit also supports the needs of students in credit programs. Credit students benefit from the educational support of supervised tutoring and supplemental instruction while pursuing their goals in credit courses. Statewide, 33 percent of credit students getting their AA/AS degrees accessed noncredit at some point in their degree path.

In order to ensure that ABE students transition into short-term CTE or credit programs due to a “much longer pathway,” the PAC will utilize “*Career Coaches*” to ensure the transition and retention of students who transition. The “*Community Relations Advocate*” will also work with the Career Coaches to implement strategies A4 – A7.

Figure 8.0



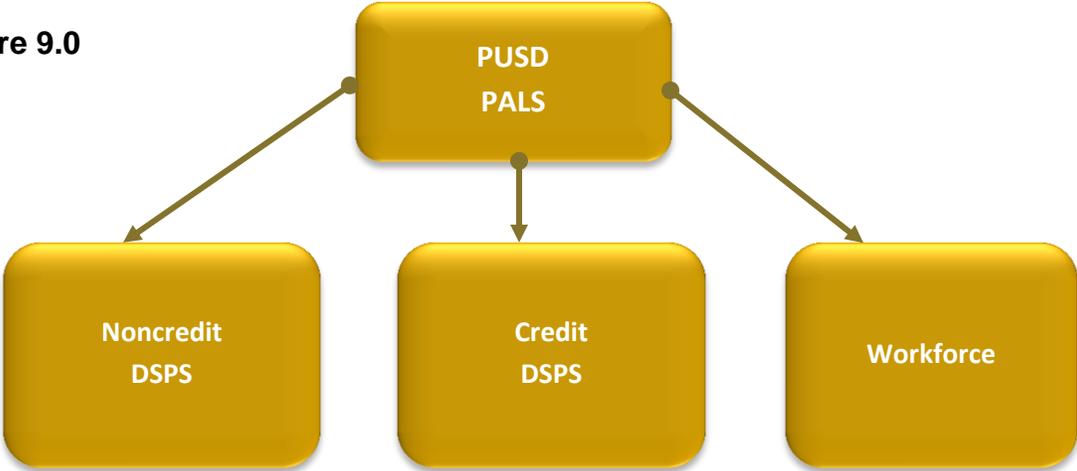
Strategy A7: Transition adult learners with disabilities from PUSD to noncredit, credit or the workforce

Discussions are underway in PUSD as to how to best develop a pathway (Figure 9.0) that will address the needs of students with disabilities (until age 22) and create job readiness skills. Similar programs will be designed at the Twilight School, PUSD Adult Living Skills Program (PALS), and PCC’s Noncredit Division as part of PAC. PAC will work on exploring how students with special needs who remain with PUSD until the age of 22 can be best served.

PAC will explore how to transition students with disabilities to the noncredit short-term CTE programs that will also include a referral system to other agencies. PUSD’s PALS currently works with Regional Centers, Department of Vocational Rehabilitation, Workability I Vocational Training Program, and various public agencies and service organizations, but has not had a significant level of participation in courses offered by PCC’s Noncredit Division. PALS students will significantly benefit from courses offered that are appropriate for their needs and skill levels, particularly in the area of workforce preparation. Students transitioning from PALS will also benefit from a referral system to PCC and other agency programs and support services.

In order to assist this specialized population and create seamless transitions, the PAC will utilize “*Workforce Transition Coordinators*” to design transition services as described in Figure 9.0.

Figure 9.0



B. PROGRAM ALIGNMENT

a) Placement:

PUSD and PCC’s Noncredit Division will collaborate to provide high school diploma options to students through the PUSD, Twilight School or the AHSD Program. The consortium is targeting PUSD students who do not matriculate with a diploma and are failing to transition smoothly to a college or career placement. These students often find it difficult to continue their education once they fail to graduate with their class requiring

support for graduation options that align well with personal and job needs.

PUSD's Twilight School non-completers will also participate in free Pre-Assessment Workshops and Study Sessions (PAWS) for students preparing to take PCC Accuplacer assessment tests. PAWS, led by trained peer tutors, provide online practice tests that simulate the Accuplacer exams. Students are given licenses that allow them to access the tests outside the workshop. Study skills and important information on how to arrive well-prepared for the exams are also taught, and math and English tutoring are available as well.

This preparation will facilitate taking the Accuplacer assessment tests for appropriate placement into the Noncredit Division's AHSD courses in math and English, if still needed. It will also provide counselors with information if students need additional support services in other diploma courses such as Economics or Science.

Data will support assessment and placement and identify trends and educational needs and measure performance. In addition, the counselor will develop and implement an internal process for utilizing these external resources and for collecting internal records of student participation, completion and follow-up. The position will support placement with apprenticeships and internships and matching that with the career trajectory at PCC and beyond.

b) Curriculum:

PUSD faculty is currently collaborating with PCC to review curriculum and ensure it aligns with both noncredit and credit CTE programs in the pathway areas of Business and Careers, and Building and Construction. Administrators are also reviewing opportunities for providing students with "credit or units" if they complete a noncredit short-term CTE certificate and transition into a credit CTE program. This "acceleration" will reduce the amount of time a student will need to spend completing a credit academic program or CTE program. This will be elaborated further in Strategy 1F. *Transition adult learners from noncredit short-term CTE to credit CTE or academic programs.*

Another activity includes the designing of articulated pathways to receive a joint high school diploma from PCC's Noncredit Division in cooperation with PUSD; two options are being evaluated for implementation through a memorandum of understanding (MOU). No new curriculum is in development; existing curriculum will be utilized.

Option 1

Students must earn a total of 40 semester credits. Credit for appropriate senior high (grades 9 – 12) courses taken in grades 7 or 8 may be given for previous education.

Credits *(to be determined under the MOU)*

English
Fine Arts
Mathematics
Sciences

Social Sciences
Electives

Additional requirements may include:

- Competency in computer literacy
- Minimum grade point average of 2.00
- Passing scores on the California High School Exit Exam (CAHSEE) in English and Math

Option 2

To receive a joint high school diploma from PCC's Noncredit Division in cooperation with PUSD under Option 2, students must earn a minimum of 24 credits or the equivalent. Credit may be given for previous education.

Credits

U.S. Literature
English
Social Sciences
Mathematics
Science
Visual Arts or Foreign Language

Additional requirements may include:

- Competency in computer literacy
- A minimum Grade Point Average of 2.00
- Passing scores on the California High School Exit Exam (CAHSEE) in English and math
- Two (2) units of college credit

PUSD currently has two pathway programs targeted to adult students: Building and Design, and Business and Careers. These diploma pathways support both work readiness and support students who wish to transition to PCC's AHSD programs or noncredit and credit certificate/degree programs, and then to four year colleges or universities for degree programs. For example, by developing the Building and Design pathway, PUSD is committed to providing courses that will prepare PUSD adult graduates for enrollment into the proposed Noncredit Division new Pre-Apprenticeship Building Trades and Construction Industry certificate creating a pathway into the credit Building Construction certificate.

Credit pathways to college and career readiness are also established at each PUSD high school. Current collaboration efforts include creating a transitional bridge between these pathways and noncredit certificate programs. For example, Health pathway faculty from credit PCC programs and PUSD are meeting to compare course curriculum for articulation to ensure a seamless transition from the Health Careers high school pathway into PCC credit and noncredit courses.

By developing a new Health Careers pathway, PUSD is committed to providing courses that will prepare PUSD adult graduates for enrollment into the proposed Noncredit Division Home Health Aide Certificate creating a pathway into the various Health Sciences programs such as Nursing.

Many graduates of the PUSD Twilight School may not transition directly into the certificate related courses, but will be able to understand the trajectory for transition through the noncredit and credit pathways.

Curriculum mapping and articulation will ensure that PUSD Twilight School students and adult students in the College and Career Pathways are aware of the requirements at PCC and the certification criteria for completion. The PAC (PAC) Advisory group consisting of representatives from Learning Works, Work Force Development, Flintridge Centre, community agencies, PUSD and PCC will monitor the plans and results biannually.

c) Assessments:

Students from PUSD will take the PCC Accuplacer assessment tests. Accuplacer test results will provide counselors with additional information of any additional support needed for students enrolling in any of the two noncredit short-term certificates that require more advanced Math or English skills. This will allow for the appropriate determination of additional support services needed to complete certificate programs.

To prepare PUSD adult students for success after matriculation, a clear idea of long-term educational and career goals and steps needed to achieve them before they graduate from high school are needed. PUSD has recently begun to use Naviance, a college and career readiness platform that helps students, teachers, and counselors connect academic achievement to post-secondary goals. Students begin by learning about themselves and exploring careers then create plans and develop the skills and knowledge to accomplish their goals. Naviance is designed to empower students and families to connect learning and life and provide teachers and counselors with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

The Building and Design Pathway, and Business and Career Pathway use Paxton Patterson, a platform that introduces students to a variety of trades and skills and helps them to determine if their interests and aptitudes are suited for careers in these industries. The platform is also an effective tool to deliver curriculum and assess student progress. Paxton Patterson will also be utilized for the new Health Careers Pathway.

The data provided by Naviance and Paxton Patterson will help the PUSD career guidance advisor and PCC counselors with the information they need to guide students to the appropriate noncredit and credit classes after graduation.

The Noncredit Division already utilizes the Comprehensive Advanced Adult Assessment System (CASAS) to assess a student's skill levels needed for success in the Workforce, community, and family, and establishes measureable goals and learning outcomes. The CASAS is administered to students in:

- ESL courses and certificates
- Vocational ESL (VESL) courses and certificates

Assessment data sharing will be documented in a central location by utilizing multiple data sources to track outcomes of adult learners. PCC will require a newly hired dedicated Research Analyst to conduct tracking of students from PUSD to PCC; program completers; transition to PCC credit programs and/or the workforce. Students will be tracked as they continue along the educational/career pathway.

Assessment will include improvement of language and basic skills, critical thinking, problem solving, study skills and other soft skills as well as completion of courses and certificates.

d) Progress Indicators:

All students participating in PAC programs will receive a *Student Progress Indicator Report* at mid-term and end of term. Noncredit counselors will meet with students to review reports. Students will be evaluated as follows:

A – C = Pass, satisfactory completion of a course

Components:

- All required coursework is completed with an overall grade of C or better
- All required hours are completed

SP = Satisfactory Progress towards completion of a course

Components:

- Earning an overall grade of C or better but has not completed all requirements for the course
- Earning an overall grade of C or better but has not completed required hours

NP = No Pass (did not complete the course satisfactorily or not making significant progress)

Components:

- Completed all required coursework and hours but with an overall grade of D or F and has not completed required coursework
- Placed on a Progress Policy Probation Contract
- May not be able to complete required hours
- No work has been completed

RT = Retention

Components:

- Retained in pathway from previous semester

- Withdrew from pathway but continued in school

PR = Progress along Pathway

Components:

- Achieved high school diploma
- Achieved GED
- Transitioned to credit ESL (ESL Summer Bridge)
- Transition to short-term CTE program
- Transition to short-term credit CTE program
- Transition to credit degree program
- Transition to workforce

Major Programmatic Progress Indicators

Major programmatic progress indicators include established MOU's between PAC partners including local business and community partners, new curriculum and pathways developed and implemented, new courses developed and implemented, staff development completed, new faculty, counselors and staff hired and trained.

f. Major Outcomes

- Awards of high school diplomas
- Awards of GED certificate of competency
- Noncredit short-term CTE certificate awards
- Completion of credit CTE certificate program
- Academic credit programs completed
- Successful workforce placements
- ESL certificate of competency earned
- VESL certificate of competency awards

II. TRANSITION STRATEGIES

To ensure that student's transition from PUSD Adult Programs to PCC's noncredit or credit certificate and Adult High Diploma Program seamlessly, PUSD and PCC have committed staff and resources to support the alignment of placement tools, curriculum, assessment, outcomes and progress indicators. Transition strategies will include:

- The improvement and expansion of communication, both within the consortium and with key partners and regional structures.
- The development and documentation of clearly defined academic and career pathways to postsecondary education and the workforce.
- Enhanced and coordinated support services including counseling, guidance and follow-up embedded at all partners and tailored to the specific needs of students.
- Transitional services for PUSD's disabled adults (PALS)

a) Communication:

To ensure that student's transition from PUSD Adult Programs to PCC's AHSD Program, noncredit or credit certificate programs, PUSD and PCC have committed staff

and resources to support the alignment of placement tools, curriculum, assessment, outcomes and progress indicators. Transition strategies include improvement and expansion of communication, both within the consortium and with key partners and regional structures. The PAC will create alignments; avoid duplication of efforts through constant and close communication between PUSD and PCC faculty, administrators and staff. This will include monthly meetings to assess progress of students and the evaluation of the Joint AHSD to make any modifications, as needed for the benefit of students.

PUSD and PCC will also create the PUSD/PCC Joint High School Diploma Advisory Council to initiate ongoing communication and evaluation of the progress of students.

The PAC will also form a CTE Advisory Group that will include staff, instructional and counseling faculty, employers and communication organizations. The purpose of the CTE Advisory Group will be to ensure that all programs and services prepare students for the workforce. These activities may include, but not limited to:

- Assisting students in clarifying their career goals
- Developing soft skills that employers are requiring
- Time management
- Exploring job prospects

Staff and faculty from PUSD and PCC are collaborating and meeting to establish a transition for adults who fail to complete their High School diploma in the Twilight program which provides a 170 credit option. These adults will transition to PCC diploma program that requires 160 credits for a High School Diploma. PUSD and PCC will remain in communication to track students who transition from the Twilight School to the Noncredit Division's AHSD Program. PUSD diploma completers will then be tracked as they transition to credit academic programs. Those who also pass the GED exams will be tracked for enrollment to the noncredit and credit programs.

The transition success rates will be evaluated per semester. The assessment technician will be providing the data to the PCC noncredit Research Analyst for further evaluation.

b) Articulated Pathways

Figures 2.0- Business and Career Pathways, and 3.0- Building and Trades Pathways provide a visual of the two articulated pathways from PUSD to PCC Noncredit Division to Credit Academic or CTE Programs. PUSD and PCC noncredit and credit faculty are evaluating PUSD's courses, and new noncredit proposed courses as to how they will articulate with credit CTE courses. The articulation of the Joint Diploma Program pathway is achieved through the approval of the Memorandum of Understanding (MOU) between PUSD and PCC.

Adult students in PUSD will have multiple options to pursue their ongoing education and/or work after they receive their high school diplomas, including both credit and noncredit divisions of PCC. The primary goal is to have an articulation agreement where students who enroll in the noncredit CTE courses or programs can easily

transition into a credit program at PCC. One area of exploration will include accelerated English noncredit/credit coursework sequence to enhance the noncredit student transition to credit programs.

Student transition and migration models will be utilized to promote the noncredit program as a feeder to credit program, which already includes priority registration for noncredit students who matriculate into the credit program.

1. Accelerating Certificates and/or Degrees

Faculty and staff from PUSD and PCC will form a Task Group. The first phase is to complete a comprehensive literature review for best practices and procedures that can support and facilitate the seamless transition of students from high school to noncredit and/or credit programs.

Faculty teaching in the Business Office Systems certificate will create a process for evaluating noncredit business skills courses and creating credit by exam. Students who demonstrate course competency will receive credit for passing the course. They will also receive “credit” for equivalent PCC credit courses.

2. Business Office Systems Noncredit Certificate Pilot

The CTE Transitions Director will establish articulation agreements between multiple noncredit business offices systems courses and PCC credit offerings through credit by exam. Students that meet the criteria of the agreement will expedite their time towards completing a certificate of achievement in Business Information Technology, which falls under the Information and Communication Technologies industry sector. This area is identified as a priority sector within the greater Los Angeles region based on employment projections and will provide an excellent launching pad into the workforce for interested AHSD Program and noncredit advanced ESL completers.

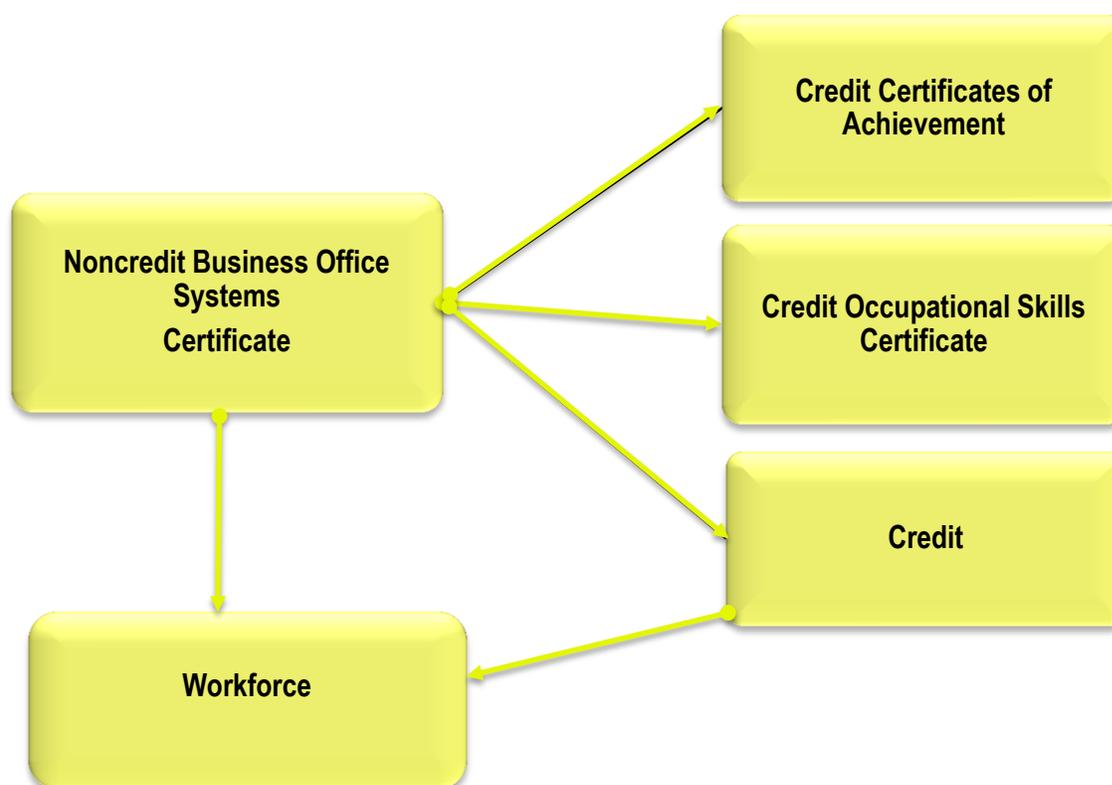
Table 1.0

Proposed Business Office Systems Courses Articulation Plan

Noncredit Business Office Systems Courses	Credit Equivalent
BUS 2601A – COMPUTER KEYBOARDING A	BIT 011A
BUS 2601B – COMPUTER KEYBOARDING B	BIT 011B
BUS 7301 - COMPUTER MICROSOFT WINDOWS APPLICATIONS	BIT 0106
BUS 7302 – BUSINESS OFFICE COMPUTER APPLICATIONS – WORD	BIT 107
BUS 7303 – BUSINESS OFFICE COMPUTER APPLICATIONS – EXCEL	BIT 113A
BUS 7304 – OFFICE RECORDS MANAGEMENT AND FILING	BIT 115
BUS 7306 – CAREER SKILLS FOR THE WORKFORCE	BIT 115
BUS 7305 – BASIC BUSINESS ENGLISH AND COMMUNICATIONS	BIT 121B

Business Pathways

Figure 10.0



3. Noncredit Adult Dual Enrollment

PUSD and PCC are currently engaged in a project to establish a dual enrollment program within the high schools that will offer career exploration through a 10-Year Plan book and online format. This initiative will be modeled upon the successful implementation of Santa Barbara City College's dual enrollment program, *Get Focused, Stay Focused*. The program's success was a major impetus in their selection as this past years Aspen Award winner as the number one community college in the nation. Therefore, the consortia would like to explore a similar program in the PCC Noncredit Division and the PUSD Educational Center to help stimulate students toward entering the credit program with an industry informed major in mind.

Students will have the option to enter the PCC credit campus in a career pathway that is scaled for their unique needs by offering critical English, math, student success, and a gateway (major general education) or speech course that encourages the identification of a major (all students will have already established an educational goal upon admission to the college) within the completion of 30 units. For those students that did not enroll in the 10-Year Plan course prior to entering the PCC's credit program,

opportunities will be made available for them to do so during the summer session after their first year. This course will culminate with an opportunity for students to declare their major prior to completion of the 30 unit marker denoted by the new Student Success Bill, SB1456.

(a) Dual Enrollment Pilot with Building and Design and Building and Careers

As one of nine (9) selected Linked Learning Districts in the state of California, PUSD has benefited from the assistance of the ConnectEd: The California Center for College and Career since 2009. PUSD's College and Career Pathways program has grown to now serve over 1,800 students in grades 9-12 within ten Pathways at all PUSD high schools. Based on the success of these Pathways, PCC and PUSD will create an innovative career pathway program focused on seamless transitions to postsecondary opportunities for adult students in PUSD who are completing either a GED or an alternate diploma at the Twilight School.

Dual enrollment courses at PUSD Twilight School will provide more seamless transitions to postsecondary education and work experience opportunities for students seeking Building and Design and Business careers. These courses will be accessible to high school students and enhanced through the use of a mobile health lab equipped to provide simulations necessary for clinical certifications and staffed by a trained instructor with appropriate qualifications and skills.

This effort will also create expanded opportunities for all PUSD high school and adult students, not just those in Pathways, to take courses that offer more immediate job skills in the popular Building and Design and Business Sector pathway. During the PUSD/PCC noncredit transition process, adult learners will complete the introductory courses at PUSD Twilight School thereby continuing more advanced training at the PCC Noncredit Division.

Dual enrollment will also expand to the Health Careers Pathways once the Noncredit Division develops new health related courses and certificates.

4. Articulated Pathways to Postsecondary Education

One of the greatest challenges for the adult populations targeted by this project is the transition from a small school on a PUSD campus to the very large and potentially intimidating PCC campus. New students are also required to take math and English language placement exams to assist them in determining which courses to take at PCC.

One way to ease the transition and guide adult learners through the system as efficiently as possible is the PCC credit First Year Pathways program, an established, high-impact, and award-winning initiative that has demonstrated success in helping high school students make a smooth transition to the first year of college. The key to its success are the summer bridges, called *Jams*, in Math, English, and Design. *Jams* consist of two weeks of integrated, innovative and intensive instruction combined with student support services and engaging orientation-to-college activities.

An important element of the program is for students to adapt effective study habits and increase skill attainment in subject content areas. In 2012, PCC won the prestigious Bellwether Award, which recognizes outstanding and innovative programs in community college education. PCC's First Year Student Pathway was recognized in the Instructional Programs and Services category, which recognizes programs and services that foster or support teaching and learning in the community college.

PUSD adult learners will matriculate from the Twilight School and plan to enroll in the PCC credit program will be given priority placement in First Year Pathways. They will also participate in free Pre-Assessment Workshops and Study Sessions (PAWS) for students preparing to take PCC Accuplacer assessment exams. PAWS, led by trained peer tutors, provide online practice tests that simulate the Accuplacer exams. Students are given licenses that allow them to access the tests outside the workshop. Study skills and important information on how to arrive well-prepared for the exams are also taught. Math and English tutoring is also available.

5. Pathways to Workforce

To provide meaningful workforce experience and support the transition of Twilight School students to employment after graduation, existing community partnerships will be leveraged and new partnerships will be established with local community organizations and business entities to support the development of internship opportunities. This will require a high degree of coordination between multiple agencies. An internship Placement Board will be established to identify criteria, select partnerships, and complete placements across the city of Pasadena. The Twilight counselor and the career guidance advisor will work to support PUSD PCC's certificate program(s). PUSD and PCC faculty will design transitions for each of PUSD's pathways and look at potential adaptations and expansions for PCC's pathways.

PUSD has developed a wealth of information and best practices through the work of the two College and Career Pathway Business and Industry Liaisons. Many working relationships for the benefit of high school students since the PUSD Pathways program was established more than a decade ago have been developed. Building upon this knowledge and these relationships, the Consortium plans to establish a network of Pathway to Industry Connectors (PICs). PICs are experts in various fields -- including health, technology, and the arts -- who will work with individual businesses, business consortiums and associations, unions, government and employment development agencies to establish ongoing opportunities for meaningful Workforce experience and training through internships and apprenticeships.

III. Embedded Access to Student Services:

To prepare students to transition in their chosen pathway, one-to-one counseling is needed. PCC's noncredit Division fulltime noncredit counseling faculty will maintain close communication and collaboration with PUSD counseling faculty and also with the credit counseling faculty to support student transition.

Major components to address will include:

- Alignment of noncredit and credit matriculation services: assessment, orientation, and placement;
- Review existing opportunities to promote concurrent and dual enrollment;
- Establishing a Noncredit Summer Bridge Program;
- Enhance and expand matriculation services in Admissions and Records who also contribute to the seamless transition of students into their desired courses and programs;
- Transition services for PUSD's disabled students (PALS)
- Provide financial aid information; and
- Address enrollment needs for immigrant and undocumented students (AB 540).

i. PAC Task Workgroup

Noncredit and credit Student Services staff will form a Task Workgroup to improve e matriculation, alignment and coordination. Some activities will include:

- Creation of orientation materials that address transition from noncredit to credit;
- Review current admission process. Currently, noncredit utilizes a different application form than credit. If possible, align noncredit and credit admission processes since the Noncredit Division utilizes a different application;
- Identify articulated ladders between noncredit and credit in English, math and ESL with the goal of noncredit students receiving credit for demonstrated competency through noncredit course completion; and
- Improve research efforts for identifying and tracking noncredit students who move into credit courses (determining demographics, course-taking patterns, success/failure, etc.).

ii. Noncredit/Credit Curricular Alignment

- Explore alignment between higher levels between noncredit Basic Skills and ESL and the lower levels of credit Basic Skills and ESL; and
- Improve research efforts in determining the relationship (skill and placement levels) between noncredit and credit English (reading and writing) and math classes.

iii. Noncredit/Credit Practices Alignment

- Address Banner technology problems that are impacting noncredit online registration that prevent registration into noncredit courses; and
- Explore online noncredit courses as Supplemental Instruction for credit foundation courses.

iv. Overall Student Support Services

- Align credit and noncredit matriculation services: orientation, assessment and placement;
- Establish Summer Bridge Programs for noncredit students (Noncredit ESL Bridge Program can be model);
- Provide financial aid information;

- Create more noncredit scholarships for students completing noncredit programs and transitioning to credit;
- Address enrollment needs for immigrant and undocumented students (AB 540); and
- Address transition needs of PUSD’s disabled students (PALS).

v. Communications/Marketing Outreach

- Develop District marketing campaign promoting new short-term CTE certificates;
- Promote noncredit as a “Port of Entry” for specific programs (Business, Graphic Design); and
- Enhance noncredit webpage.

vi. Develop Noncredit/Credit “Degree Path” Initiative

- Identify CTE programs that can accelerate the noncredit adult student’s preparation and direct transition to an Associate Degree;
- Degree Path Initiatives will consist of connected and coordinated series of coursework, internships experiences, and support services designed to provide students with “accelerated” pathways (vertical progressions and lateral pathways) of options to advance in jobs and higher education;
- The Degree Path program will provide a framework for adult learners to improve basic skills in the context of job training and employment preparation.
- The curriculum will be defined in terms of competencies needed to succeed in jobs and postsecondary education;
- Instruction will emphasize *learning by doing*, exposing students to career opportunities and education in the fields of importance to the Los Angeles county economy;
- The Degree Path will offer support services, including matriculation services, Educational Student Plans (SEP), and financial aid; and
- The Degree Path program will integrate internships/job and college placement assistance and follow-up.

vii. Generate More Noncredit/Credit Research Data

- There is a tremendous need for noncredit student data. More information is needed on skill levels, demographics (linguistic and cultural needs) if we are to craft pathways for them to move to credit programs and transfer. PAC will develop data to track student progress through each pathway and transition from noncredit to credit to career.

viii. Develop a Noncredit/Credit Collaboration and Transition Workgroup

- Develop recommendations and initiatives that systematically promote seamless transition for noncredit students to credit programs and course
- Review curriculum alignment processes for “transition” courses, namely ESL, Adult Basic Education (ABE), CTE, GED, and Adult High School
- Review procedures for the implementation of Noncredit Matriculation and its interface with Credit Matriculation

- Review existing opportunities that promote concurrent enrollment
- Identify critical policy concerns impacting transition, namely; counseling and advisement, financial aid, and resident status.
- Recommend research topics that affect noncredit student transition

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
A1. Transition pathway for adult learners from High School diploma (Twilight School) to PCC Adult Secondary Education (ASE) programs	1. Students will be assigned a Transition Advocate to ensure they are assessed and registered into the appropriate courses	2.0 FTE Matriculation Transition Advocate	\$120,000	PCC	Hiring process completed	Fall 2016
A2. Transition pathway for adult learners from High School Career Pathways to noncredit short-term CTE, credit CTE programs or the workforce	1. Pathway students will work with the Bridge Coordinator on a regular basis and participate in a Summer Noncredit Bridge Program prior to transitioning to credit or the workforce 2. Students will also work with one of three Academic Coaches during their declared pathway goal 3. Students will be provide with an Educational/Career Pathway guide	1.0 FTE Noncredit to Credit Bridge Coordinator Education and Career Pathway Guides for each new short-term noncredit CTE certificate	\$86,000 \$25,000	PCC PCC	Hiring process completed Publication of brochures	Fall 2016 Fall 2016
A3. Transition pathway for adult learners from noncredit ASE programs to college credit programs	1. Pathway students will work with Academic Coaches to ensure they are provided with the necessary tutoring, counseling and other support services for an seamless transition to credit programs	2.0 FTE Noncredit Academic Coach 1.0 FTE Credit Academic Coach	\$172,000 \$86,000	PCC PCC	Hiring process completed	Fall 2016

A4. Transition adult learners from noncredit ESL or VESL to ABE, ASE noncredit and credit programs or the workforce	1.PAC VESL coordinators will work together to create seamless transitions for adults from PUSD to PCC ESL and VESL programs 2. VESL coordinators will work with Community/Business Relations Advocate to maintain currency related to workforce preparation needs	1.0 FTE VESL Coordinator 1.0 FTE VESL Coordinator	\$86,000 \$86,000	PCC PUSD	Hiring process completed	Fall 2016
A5. Transition pathway for adult learners from noncredit programs to workforce	1. Pathway students will work with Career Coaches to prepare for the workforce (soft skills)	3.0 FTE Career Coaches	\$258,000	PCC	Hiring process completed	Fall 2016
A6. Transition pathway for adult learners from noncredit short-term CTE to credit CTE or academic programs	1.Pathways students will work with Career Coaches 2. Community/Business Relations Advocate will facilitate PAC Advisory meetings to ensure students have updated workforce preparation information	1.0 FTE Community/Business Relations Advocate Supplies for PAC Advisory meetings	\$86,000 \$2,000	PCC PUSD/PCC	Hiring process completed Agenda/meeting notes	Fall 2016 Spring 2016
A7. Transition pathway for adult learners with disabilities to noncredit, credit programs or the workforce	1. Design transition services for students with disabilities	2.0 FTE Workforce Transition Coordinators for Disabled Adults	\$86,000 \$86,000	PCC PUSD	Hiring Process completed	Fall 2016
A1. – A 7. Pathways	1.PAC will create one high quality brochure highlighted all seven articulate pathways	PAC brochure of all articulated pathways	\$10,000	PCC	Publication of brochures	Fall 2015

PCC TOTAL: \$843,000
PUSD TOTAL: \$172,000
TOTAL: \$1,015,000

VI. OBJECTIVE FOUR

OBJECTIVE #4: *Plans to address the gaps identified pursuant to paragraphs (1) and 2). Describe how the consortium intends to respond to the gaps identified in the region. 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.*

PROGRAM AREA 1: ELEMENTARY AND SECONDARY BASIC SKILLS, INCLUDING CLASSES REQUIRED FOR A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL EQUIVALENCY

Gaps in Service: PUSD's Twilight School and PCC's AHSD Diploma Program are not aligned to ensure successful transition for students. The current program offered by PUSD only provides options for adult non-graduate students (5th year seniors) to complete either the diploma or prepare for the GED exams which is offered in another city outside Pasadena. Currently PUSD's educational opportunities for adult students are limited and not meeting the needs of the adult population in the region.

PCC's AHSD Program also provides limited opportunities to adult students. The major problem in this area is that the two institutions educational opportunities are not aligned to avoid duplication and ensure that a full range of elementary and secondary basic skills, high school diploma and GED equivalency certification are available to the entire region. The Adult School program options offered at PCC are not promoted widely and are not aligned to the programs offered at PUSD to allow students to experience a seamless transition between the two entities.

Current GED Preparation courses and the lack of a GED Testing Center at PCC are not capable of meeting the demands of the adult student population. Increased numbers of students are attempting to enroll in courses and there are no course openings available. There is no GED Certificate of Competency available at PCC. Adult Basic Education (ABE) courses to serve adult population with less than a ninth grade education are not sufficient.

PUSD started addressing the issue of students having to go outside the city of Pasadena to sit for the GED exams. It is disruptive to the students' plans and creates a significant roadblock for students who are already experiencing lack of social and educational success. In its efforts to increase its services to the students under its care, PUSD designed and implemented the Twilight School and included within it the GED test center.

Working through 2013 - 2014 school year, PUSD has just received approval to operate an approved Pasadena Community GED Testing Center. Even though GED preparation courses were provided to the non-graduate students who returned for the 5th year, PUSD lacks resources to support the GED preparation courses and preparation materials to meet demands for adult learners within the city of Pasadena. PCC does not have a GED Testing Center or sufficient GED preparation courses to

prepare adult learners for the GED online exams. The Pasadena Community GED Testing Center will serve the entire city of Pasadena, Altadena, Sierra Madre, South Pasadena, La Canada- Flintridge and Arcadia.

The lack of a coordinated PUSD and PCC partnership for adult school services also highlights the lack of an effective tracking system for student outcomes. This is partially due to the lack of alignment of the partners programs. A central tracking system needs to be in place to ensure that adult students are meeting their learning objectives and moving through the educational process. At this time students who are completing GED preparation at PCC or at PUSD, have to go to another city to take the exams. Once these students leave, it is difficult to track their success, provide support for transition to the various certificated programs at PCC or to provide career placement advice and options. The establishment of the Adult School is critical to the city of Pasadena and its adult residents.

The PCC Noncredit Division lacks a full time Assessment Technician to adequately assess students for an evaluation of current basic skills to determine appropriate placement into Adult Basic Education (ABE) or Elementary and Secondary Education instructional programs (Adult High School Diploma or General Education Development (GED)). The Noncredit Division relies primarily on hourly employees.

PCC counselors lack training in Adult Secondary Education Programs in serving adults with less than a ninth grade education. Training designed to support adults with their life and career skills require counselors to receive the appropriate kinds of training that assist with working with adults who may have literacy challenges.

Strategies to address gap: The Pasadena Area Consortium (Consortium) will develop and implement a joint high school diploma program and will sign an MOU to coordinate services for elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate. The joint high school diploma will provide seamless transition for students who are working on this option within PUSD Twilight School to move to the PCC diploma program because it might suit their schedules and other education plans. PUSD School Board approved an Alternate Diploma of 170 credits in the spring of 2014 which closely matches the 160 credit Diploma offered by PCC.

This program will include comprehensive services to ensure that the regional adult population has access to the necessary resources to be successful in achieving a high school diploma or GED. By clearly communicating the varied options that the Consortium is providing both under the Twilight Program at PUSD and the AHSD Program at PCC, a joint program is being designed that will offer services at various locations throughout the region, avoid duplication, and improve the outcomes for adult success.

In order to fix the existing gaps and determine the success of the joint program, a system of accountability is being designed that included analysis and review of existing ABE, GED and Diploma completion courses, and development of new courses which

meet the needs of adult students. PCC will expand and improve GED course offerings and will develop and implement a GED Certificate of Completion. PCC students who complete the GED courses or certificate will be referred to Pasadena Community GED Testing Center to take the required GED online tests for certification. Similarly, if PUSD determines that an adult student is being unsuccessful in meeting the PUSD diploma program, they will be referred to the AHSD Program and/or the GED preparation program.

External and internal student tracking services will be utilized. The California Community College Chancellor's Office offers Data Mart that provides information about students, courses, student services, outcomes and faculty and staff. The emphasis of a Data Mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations. This data collection will assist the Consortium in improving the tracking of students.

The California Department of Education collects data and statistics that will be useful in tracking adult student outcomes. Data and statistics collected from California schools and learning support resources are collected to identify trends and educational needs and to measure performance.

The PAC will develop and implement an internal process for utilizing these external resources and for collecting internal records of student participation, completion and follow-up.

PUSD has developed the Pasadena Community GED Testing Center that is in a central location. The center will offer testing and test preparation at times convenient to adult students. PCC will collaborate with PUSD and refer students to the GED Testing Center once students have completed the necessary preparation courses to increase their ability to pass the four various subject areas and receive GED certification.

Increased Capacity: It is anticipated that the joint high school diploma program, expansion and improvement of course offerings and impletion of a GED certificate completion, along with the establishment of the Pasadena Community GED Testing Center, will increase capacity for adult students in the region. In 2012 - 2013, the PAC's combined unduplicated enrollment for Elementary and Basic Skills was 1,634. By establishing a joint program a five (5) percent increase in enrollment is anticipated annually.

To address this gap in service, three existing PCC counselors will be assigned time to serve adult learners and will receive in-service training to understand the unique learning and personal needs of underserved and undereducated adult learners. Counselors have received little, if any, training on adult learning styles. Of equal importance, training will also be provided on the new VESL and CTE certificates and how to work with adult learners in creating student educational plans that meet their unique needs.

PCC noncredit counselors will be assigned to coordinate the various pathways with PUSD specifically in the areas of PUSD Twilight School, AHSD Program, and GED.

Methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming:

At the end of the first year of implementation of the planning process:

- An MOU will be signed that ensures the coordination of services and programs for elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
- PCC will hire a full-time counselor (1.0 FTE) to coordinate and work with PUSD Pathway faculty and students to implement plan;
- Data sharing will be documented in a central location by utilizing multiple data sources to track outcomes of adult learners;
- PCC will need a dedicated Research Analyst to conduct tracking of students from PUSD to PCC; program completers; transition to PCC credit programs and/or the workforce;
- Four new GED courses (Mathematics, Languages, Science and Social Studies), and certificates will be developed and implemented; Future implementation PCC will need a full-time GED faculty (1.0 FTE) to teach new curriculum developed from the planning grant to better serve students;
- Develop GED Certificate of Competency;
- Develop ABE Certificate of Competency;
- A fully operational Pasadena Community GED Testing Center will be operational at PUSD and also utilized by PCC;
- Articulation agreements will be signed by the partners of the Consortium;
- Three new ABE courses will be developed and implemented by PCC. Future implementation will include the need for a full-time ABE (1.0 FTE) to teach new curriculum developed to better serve noncredit students; and
- PUSD will staff the test center with the following:
 - A part-time (0.5 FTE) technician
 - A half-time test (0.5 FTE) coordinator
 - A full-time (1.0 FTE) transition counselor to support high school adult students
 - PUSD annual expenses to maintain facility, replace equipment, and upgrading software
 - PUSD expenses incurred for recruitment and advertising of services
 - PUSD expenses related to professional development for all staff in the adult education program.

PROGRAM AREA 2: CLASSES AND COURSE IMMIGRANTS ELIGIBLE FOR EDUCATIONAL SERVICES IN CITIZENSHIP AND ENGLISH AS A SECOND LANGUAGE AND WORKFORCE PREPARATION COURSES

Gaps in Service: PUSD and PCC's ESL, ABE, VESL courses are not sufficiently coordinated or aligned causing duplication and significant gaps in service. Currently PAC ESL Literacy and Citizenship courses do not meet the needs of adult immigrant learners. Adult immigrant students do not have access to resources to succeed such as learning assistance, support services, tutoring, counseling and mentoring. PCC does not offer a VESL certificate program or certificates. The Consortium's ESL, ABE, VESL courses are not sufficiently coordinated or aligned creating duplication and gaps in service. Educated and professional immigrants have limited access to support services to accelerate transition to credit or the workforce at PCC. ESL, ABE courses on school sites where more conducive to parent participation are not meeting the needs of adult learners at PUSD.

Strategies to address gap: The Consortium will develop and implement an MOU to coordinate and collaborate English as a second language and workforce preparation course for immigrants, English as a second language and workforce preparation courses. PCC will conduct analysis and evaluation of current literary and citizenship courses and develop and implement new citizenship courses as indicated. PCC will assign space in the existing Learning Assistance Center (LAC) to provide support services such as tutoring and counseling to immigrant and ESL students. PCC will develop and implement a new VESL certificate program. The Consortium will develop an Academy Format to provide comprehensive and coordinated teaching and learning services to immigrants, ESL and workforce preparation courses.

Increased capacity: In 2012 - 2013, the Consortium's combined unduplicated immigrants and ESL student enrollments totaled 3,146. As a result of improved coordination of services, increased course offerings, and access to support services and improved tracking of student outcomes it is anticipated that capacity for immigrant and ESL students will increase by five (5) percent annually.

To develop new literary and citizenship curriculum, PCC will need resources (stipends) to pay for faculty expertise since there are no full-time faculty in this area to develop the new courses. Supplies and materials for new courses will be required to fill the gap in services including textbooks, supplemental reading materials, and software to encourage students to utilize the LAC.

Space will be set aside in the LAC to accommodate adult immigrants, ESL and VESL students. Staff development is necessary for VESL since current ESL faculty has limited expertise in teaching VESL courses that require both ESL teaching expertise and expertise in the other content area. For example, for a VESL Child Care certificate, faculty need to strategize on best practices in teaching ESL and Child Development concepts in one program.

PUSD Communications and Language Assessment and Development staff will participate in planning, coordination of surveys and data collection. This will require # hours of release time to develop the Academy format for providing services and development of new curriculum.

Methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.

To track successful implementation of the plan and measure the amelioration of the gaps in service for this program area, the PAC will document implementation of the following outcomes:

- Two new literacy courses and two new citizenship courses;
- Allocation of new space in the LAC to accommodate the needs of these adult students;
- Five (5) new VESL certificates will be developed and some examples include:
VESL Green Gardening and Landscaping
VESL Green Housekeeping
VESL Child Care
VESL Green Construction
VESL Health Care
- Two workshops will be provided for ESL faculty;
- Placement of PCC courses on PUSD school campuses such as elementary schools and high school sites;
- Once the implementation is complete, PCC will need a new full-time CESL faculty (1.0 FTE) to teach and coordinate new VESL certificates. PCC will need an additional VESL (1.0 FTE) to teach other new VESL certificates; adjunct VESL faculty will also be needed to fully implement a VESL Program and;
- PCC will need a full-time (1.0 FTE) to coordinate the Professional Immigrant Academy, Academic ESL, and ESL Bridge to credit;
- PUSD will need a full-time parent recruiter and job search specialist to coordinate the program within the district;
- PUSD will incur facilities and child care costs associated with parent participation in the VESL courses offered at the Twilight school and other PUSD campuses; and
- PUSD will train all Twilight staff associated with the adult VESL programs.

PROGRAM AREA 3: EDUCATION PROGRAMS FOR ADULTS WITH DISABILITIES

Gaps in Service: PCC's noncredit and credit DSPS services for adults with disabilities are not sufficient aligned. Credit DSPS services were recently eliminated at the Noncredit Division campus due to budget reductions. The Noncredit Division offers only a few courses for students with disabilities and the courses that are offered have not been reviewed and revised in many years. There is no Workplace Preparation Certificate for Adults with Disabilities. Student support services are not provided

through the noncredit programs, especially those students who need accommodations.

PUSD does not have adequate support for adult students under the age of 22 in the PALS program to transition to skills classes offered by the PCC noncredit division. All students should have a counselor to teach them work-readiness skills and guide them to the appropriate PCC classes. Some students will also need aides to assist them in navigating the PCC campus and provide them passes for public transportation. Students who are on medication will need to consult on a regular basis with a psychologist.

Strategies to address gaps: To address these gaps in service for adult students with disabilities, the Noncredit Division will develop a workgroup of counseling faculty. This workgroup will assess and evaluate current curriculum and services and make recommendations for expanding course offerings and creating opportunities for adult students with disabilities to access accommodations so that they can achieve successful educational outcomes.

These recommendations will expand course offerings and lead to the development and implementation of a Certificate of Completion such as Workforce Preparation for Students with Disabilities. Faculty will develop the courses and certificate in this area. Faculty selected to teach the new certificate program will be required to attend the training. It is anticipated that PCC will hire at least four new faculty to teach in the noncredit area of Education Program for Persons with Disabilities.

Faculty in the noncredit programs will receive professional development to assist them in addressing the unique learning needs of students with disabilities. PCC counselors and faculty have limited experience in dealing with students with disabilities especially in meeting any specific accommodations once the disability is verified (such as more time on tests, or special media if using technology in the classroom).

PCC noncredit Counselor will coordinate services with PCC credit DSPS counselor. This will entail the alignment of services once the credit DSPS counselor verifies the disability. Once the disability is verified, Noncredit Division counselors will work with faculty to ensure that the student has the necessary accommodations.

The credit DSPS counselor and noncredit counselors will determine how disabled students will be served such as advising, creating a student educational plan of study, referrals to tutoring, if necessary, and referrals to outside agencies, as needed. One of the major challenges is the lack of state funding for noncredit DSPS students that needs to be addressed from a legislative level.

PUSD will hire a counselor and a psychologist to work with adult students in the PALS program to help them transition to the PCC Noncredit Division, including counseling on class selection, assigning aides, and arranging for transportation, and referrals to other agency programs and support services. PUSD will also hire aides as necessary.

Methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.

To track the successful implementation of the plan and to measure the amelioration of gaps in this program area, the PAC will document the following:

- The development and implementation of two new courses and certificate in Workforce Preparation for Adults with Disabilities;
- Development of College Success for Disabled Adults course;
- Once implementation is complete, PCC will need a full-time (1.0) DSPS counselor to work with DSPS students in verifying disabilities and consult with faculty to ensure the proper accommodations;
- Additional faculty will be needed to implement new courses and certificates; one will need to be full-time (1.0 FTE), and several new DSPS adjuncts;
- Future resources are needed to provide student support services for students in terms of interpreters, testing accommodations, and other needed resources;
- PUSD will require a full-time counselor to support school based training on transition needs to PCC;
- PUSD will require two part-time aides to accompany students on public transport and when learning to navigate PCC campus; and
- PUSD students shall receive transportation cards to avail themselves of the public transport system.

PROGRAM AREA 4: SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS WITH HIGH EMPLOYMENT POTENTIAL

Gaps in services: Noncredit short-term career technical programs are limited to only three at PCC. Only one noncredit short-term CTE program has shown significant results: the Business Office Systems Program. This significant gap in services and a lack of coordinated services gap between PCC and PUSD has led to a lack of development of new programs.

There is no workforce readiness resource center for adults at PCC or PUSD. Faculty at both institutions lack knowledge of applying digital solutions to enhance student success concepts to current teaching strategies especially in the CTE areas. Distance Education in Noncredit Division instructional and support services has not been utilized. PUSD's Career Pathways and PCC's Noncredit CTE Programs are not sufficiently aligned to meet the needs of adult students. Students in the PUSD's Building and Design Pathway need additional support in academic areas, especially mathematics, as well as management and personal discipline.

Strategies to Address gap: The Pasadena Area Consortium will collaborate to coordinate CTE courses and pathways. Of equal importance it has already begun to

meet with credit administrators and faculty to articulate pathways with two credit CTE programs to articulate pathways: Business and Construction.

These two pathways will articulate from high school to noncredit CTE and/or credit CTE programs or directly to the workforce. PCC will provide tutors to work with the PUSD Building and Design students both in-class and outside of class.

Another strategy to address this gap is to work more closely with chambers and industry partners to create internship or job opportunities for certificate completers.

Another key strategy is to focus on student support services to ensure students are receiving the appropriate advisement to ensure certificate completer and/or transition to credit or to the workforce through noncredit and credit matriculation alignment. This is will also entail enhancing the current noncredit matriculation process to require students who have declared a noncredit short-term CTE certificate will complete the required matriculation components: (1) assessment, (2) orientation and (3) the creation of a student education plan to delineates goals of certificate completion, employment or transition to a credit academic or CTE program.

Increased capacity: As a result of creating twelve new CTE certificates combined with key pathways from high school to noncredit CTE or credit CTE, increased courses offerings, and access to support services and improved tracking of CTE completers, it is anticipated that capacity for CTE students will increase by 25 percent annually.

Methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.

To track the successful implementation of the plan and to measure the amelioration of gaps in this program area, the Consortium will document the following:

- Sixteen (16) new short-term courses and certificates will be approved. Tentative interests include CTE certificates in areas such as
Basic Graphic Design
Business Literacy Skills
Child Care Provider
Computer Keyboarding
Computer Keyboarding-Bilingual

Computer Skills
 Computer Skills-Bilingual
 Family Home Day Care Provider
 Family Home Day Care Provider- Bilingual
 General Office Clerk
 Introduction: How to Start a Small Business
 Introduction: How to Start a Small Business-Bilingual
 Introduction: Legal Interpretation & Translation
 Introduction: Medical Interpretation & Translation
 Medical Front Office Clerk
 Personal Care Attendant

- New courses and certificates be scheduled fall 2015 pending state approval;
- Approximately 450-of adult students will complete short-term career technical program in the first year;
- Three workforce development center workshops will be conducted;
- MOUs are approved by both institutions;
- Attendance at all meetings are recorded;
- Articulation agreements are documented;
- Once implementation is completed, PCC will need full-time (3.0) in the CTE area but with the potential to grow significantly in this area requiring future funding for more full-time faculty;
- PUSD will need staff to assist with district wide site level coordination for recruitment in adult school pathways;
- PUSD will need supplies and materials to develop the program and advertisements for recruitment; and
- PCC tutors will work with PUSD Building and Design students on academics, time management, and personal discipline.

PROGRAM AREA 5: PROGRAMS FOR APPRENTICES

Gaps in Services: PCC's pre apprenticeship curriculum is outdated. It has not been evaluated or reviewed in several years and does not meet current business and industry needs. PUSD established the Pathway at Twilight to support students and provide a seamless transition to the PCC certificate program and internship and job placement program options however there is a lack of collaborative planning between these institutions. This lack of collaborative planning has hindered relationship building necessary to build opportunities for students in the larger community. Apprenticeships are not closely aligned to support industry sector needs.

Strategies to Address Gaps:

PUSD and PCC noncredit and credit faculty are collaborating in designing the new Pre-Apprenticeship in Building Trades and Construction Industry certificate to ensure alignment of curriculum.

Faculty will develop new courses and the Pre-Apprenticeship Certificate of Completion in Building Trades and Construction Industry curriculum. The Consortium will develop a collaborative plan to identify industry needs and opportunities for apprenticeships and development of an articulated WBL experience to support PCC.

Increased capacity: As a result of creating the new Pre-Apprenticeship Preparation in Building Trades and Construction Industry combined with key pathways from high school to noncredit or credit, increased courses offerings, and access to support services and improved tracking of completers, it is anticipated that capacity for adult learners will increase by 10 percent annually.

Methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.

To measure and track the successful implementation of the plan, the collaborative will track the number of adult students that complete courses and certificates, participate in and complete apprenticeships and that transition from school to work. It will also document new courses and courses developed and implemented.

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS

PROGRAM AREA 1: Elementary and Secondary Basic Skills, including classes required for a high school diploma or high school equivalency certificate

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
PUSD's Twilight School and PCC's Adult High School Diploma Program are not aligned to ensure successful transition for students. There is no effective way to track student outcomes.	Develop and implement a Joint High School Diploma Program	PCC F-T counselors to coordinate pathway with PUSD	(included in planning grant)	PCC	MOU Approved by both Districts	December 2014
	Develop an effective process for data entry to track student outcomes				Creation and approval of articulation agreements	January 2015
	Ongoing coordination of PUSD/PCC Pathways	PCC Adult High School Diploma	\$33,000 re-assigned	PCC	Approval of new PCC hires	Spring 2016

PCC lacks sufficient full-time noncredit counselors and Adult High School faculty		Coordinator New full-time noncredit counselor (1.0 FTE)	time \$81,000	PCC		
There is no current test center in the consortium to meet the needs of the adult students or community members		PUSD implemented a GED test center that is digitally equipped to meet federal mandates		PUSD	Number of GED tests taken	September 2014
A part time technician to maintain the digitally equipped test center	Will maintain the center during testing	PUSD Technology Assessment and Accountability technician	\$10,000	PUSD	Numbers of tests conducted	July-June 2015
A part time test coordinator to administer the tests	Test administration	Pasadena Community GED Test Center	\$40,000	PUSD	Numbers of tests conducted	July- June 2015
A fully functioning digitally equipped Pasadena Community GED Test Center	Provide a center that is locally accessible to students	Technology	\$10,000 annual ongoing maintenance expense	PUSD	Numbers of tests conducted	September 2014
There is no effective way to track student Outcomes.	Develop and implement a joint High School Diploma Program	PUSD Transition Counselor to coordinate with PCC	\$85,000	PUSD	Same as above	
PUSD's Twilight School and PCC's Adult High School Diploma	Develop and implement an effective process for data entry to track student outcomes.	PCC Research Analyst	\$65,000	PCC	Approval of new PCC hire	Spring 2016

Program are not adequately aligned to ensure student success.						
GED Preparation courses are not capable of meeting the demands of the adult student population. PCC lacks full-time faculty to coordinate GED Program	PCC will expand and improve GED course offering PCC will develop and implement a GED Certificate of Completion. Hire new faculty	Faculty will develop GED courses and certificate New GED faculty (1.0 FTE) Ongoing supplies and materials for new courses	(included in planning grant) (included in planning grant) \$96,000 \$12,500	PCC PCC	Four (4) new courses and certificate Scheduling of new courses Number of completers Approval of new PCC hires	December 2014 Fall 2015 Spring 2016
PCC does not have a GED Testing Center.	PUSD has a Piloted the test center and requires support to advertise the services throughout the year	Brochure, supplies and materials for new testing center	\$20,000	PUSD	Dissemination of Information to Pasadena Area community Can test numerous times per year- numbers of GED exams per year	
GED preparation courses are not capable to meet current demand for adult learners.	PUSD GED mentor teachers participate in planning and receive training All relevant PUSD staff receive in-service to implement and/or provide referrals for GED services	Hourly time for PUSD teacher planning Hourly time for in-service	\$10,000	PUSD PUSD	Development of GED Preparation course at PUSD Approval of articulation agreements as above	January 2015
Adult Basic Education (ABE) courses to serve adult population with less than a	PCC will develop and implement new ABE courses	Faculty will develop ABE courses	(included in planning grant)	PCC	Three (3) new ABE courses Scheduling of new courses	December 2014 Fall 2015

ninth grade education are not sufficient.					Number of completers	
PCC lacks full-time faculty to teach and coordinate new ABE Program	Hire new faculty	New full-time ABE faculty (1.0 FTE)	\$96,000	PCC	Approval of new hire	Fall 2015/ Spring 2016
	Hire full-time staff	Ongoing supplies and materials	\$12,500	PCC	Approval of new hire	Fall 2015/ Spring 2016
		New full-time staff	\$42,000	PCC		
PCC lacks full-time assessment coordinator to test students on a consistent basis						
PCC counselors lack training in Adult Secondary Education Programs in serving adults with less than a ninth grade education	Ongoing Professional Development	Trainers and Participants (stipends)	\$10,000	PCC	Scheduling of training	Fall 2015
		Supplies	\$10,000	PCC		
	PUSD will participate in planning to align services	Part of PUSD Assignment	See strategy 4.1.b	PUSD		

PCC: \$458,000
PUSD: \$175,000
TOTAL: \$633,000

PROGRAM AREA 2: Classes and courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language, and Workforce Preparation courses

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
ESL Literacy and Citizenship courses do not meet the needs of adult learners. PCC faculty needed to teach new courses and certificates	PCC will develop and implement new literacy and citizenship courses Hire new adjuncts	Faculty will develop courses Adjuncts Supplies	(included in planning grant) \$240,000 \$13,000	PCC PCC	Two (2) new Literacy courses Two (2) new Citizenship courses Scheduling of courses Number of completers Approval of new hires	December 2015 December 2015 Fall 2015 Fall/ 2015/ Spring 2016
Students with literacy challenges to not have access to the necessary resources to succeed.	PCC will assign space in the Learning Assistance Center	Space	No cost	PCC	Space Allocation	Fall 2014
PCC does not offer a VESL Certificate Programs PCC lacks faculty to teach new VESL courses and certificates	PCC will develop and implement new VESL certificates Hire new faculty	Faculty will develop certificates 2.0 FTE VESL faculty VESL Adjuncts Supplies	(included in planning grant) \$192,000 \$250,000 \$15,000	PCC PCC	Six (6) new VESL certificates Scheduling of new courses for certificates Number of completers Approval of new hires	December 2014 Fall 2015 Fall 2015/ Spring 2016

ESL faculty lack training in teaching VESL courses and certificates	Ongoing Professional Development	Trainer and Faculty Stipends Supplies	\$10,000 \$5,500	PCC	Workshop participation	Fall 2015/ Spring 2016
There is no support in recruiting EL parents within the district to access this opportunity Full time recruiter and job search specialist	Ongoing recruitment EL adult/ Parent education	Recruiter and placement	\$ 60,000	PUSD	Placement in PCC courses after guidance and advice is provided	January 2015
Provide child care to support parent participation	EI Adult/ Parent education	Support services	\$15,000	PUSD	Support participation	
PUSD and PCC's ESL, ABE, VESL courses are not sufficiently coordinated or aligned	PUSD will develop a greater awareness of and facilitate PCC courses	Participation of PUSD staff in curriculum development process	\$ 8,000	PUSD	See above	January 2015

<p>Educated and professional immigrants have limited access to support services to accelerate transition to credit or the workforce at PCC.</p> <p>PCC lacks full-time ESL faculty to coordinate Professional Immigrant Academy, Academic ESL, and ESL Bridge Program to credit</p>	<p>PCC will utilize the space in the current Learning Assistant Center (no cost)</p> <p>Hire new ESL faculty</p>	<p>New 1.0 FTE hire</p> <p>Supplies</p>	<p>(included in planning grant)</p> <p>\$96,000</p> <p>\$12,500</p>	<p>PCC</p> <p>PCC</p> <p>PCC</p>	<p>Approval of new hire</p>	<p>June 2015</p> <p>Fall 2015/ Spring 2016</p>
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PCC: \$844,000
PUSD: \$83,000
TOTAL: \$927,000

PROGRAM AREA 3: Education Programs for Adults with Disabilities

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Noncredit and credit DSPTS services for adults with disabilities are not sufficiently aligned. PCC lacks fulltime DSPTS counselor	Develop a workgroup of counseling faculty Hire new counselor	PCC noncredit Counselor to coordinate services with PCC credit PCC credit Counselor to coordinate services with noncredit 1.0 full-time noncredit DSPTS counselor	(included in planning grant) \$81,000	PCC PCC PCC	Coordination meetings Approval of new hire	October 2014 Fall 2015/ Spring 2016
Courses and certificates for adults with disabilities are not sufficient for adult students to achieve successful outcomes. PCC lacks full-time faculty to coordinate DSPTS Program	PCC will expand course offerings. PCC will develop and implement a Certificate of Completion Adjunct faculty to teach new courses Hire new faculty	Faculty to develop new courses and certificate Adjuncts 1.0 full-time DSPTS faculty Ongoing supplies and Materials	(included in planning grant) \$120,000 \$81,000 \$2,500	PCC PCC	Two (2) new courses and certificate Scheduling of new courses Approval of new hires Approval of new hire	December 2014 Fall 2015 Fall 2015/ Spring 2016 Fall 2015/ Spring 2016
Activities to support the transition of the PALS students to PCC skills programs as few students are placed in the PCC program,	PUSD will expand the counseling and guidance activities to support adult transition to skills programs at PCC based on each student's	a full time counselor to serve as life skills counselor and transition coach to PCC programs for non-credit and/or certification courses	\$85,000	PUSD	Number of placements in PCC certification and job skills programs	March 2015

	individual IEP goals					
	PUSD will provide a psychologist to support behavioral, emotional, and medical needs of PALS students	A part-time psychologist will provide support for students transitioning from PALS to PCC non-credit skills classes	\$25,000	PUSD		
		Two half time aides to provide direct assistance and accompany students on public transport and navigate the PCC campus	\$60,000			
		Vouchers for transportation	\$1,000.00			

PCC: \$292,500
PUSD: \$161,000
TOTAL: 455,000

PROGRAM AREA 4: Short-term Career Technical Education Programs with High Employment Potential

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Sufficient Short-term CTE programs are not offered at PCC.	PCC will develop and implement eight (8) new CTE certificates	Faculty will develop certificates	(included in planning grant)	PCC	Number of (8) eight new approved courses and certificates	December 2014
	PCC and PUSD will identify noncredit and credit CTE Pathways	CTE Curriculum Specialist to assist faculty with course development			Curriculum approval process Scheduling of new courses and certificate Number of completers Approvals of new hires	Ongoing beginning in August 2014
PCC lacks full time noncredit CTE faculty and Non-Credit Curriculum and Instruction Committee member	Hire faculty	3.0 FTE CTE faculty Ongoing supplies and materials	\$255,000 \$10,000	PCC		Fall 2015/ Spring 2016
There is no workforce readiness resource center for adults at PCC or PUSD.	PCC will assign a space in the current Learning Assistant Center	Materials included in planning grant	No cost	PCC		
	PUSD will assign one in Twilight school (no cost). This will provide the same information as the one at PCC to support more students to move to PCC and be well informed of		\$2,000 \$1,000	PUSD PUSD	Purchase	August 2014

	their options there					
	PUSD will develop a new pathway to support the existing options at OCC	Material included in the program, for a new pathway to include curriculum, supplies, technical needs	\$50,000	PUSD		January 2015
Faculty lack knowledge of applying digital solutions to enhance student success concepts to current teaching strategies	Ongoing Professional development	Trainer/ Faculty Stipends Materials	\$15,000 \$5,000	PCC		Fall 2015/ Spring 2016
Distance education in Noncredit Division instructional & support services has not been utilized.	Professional development, distance courses developed as appropriate.	Trainer, Faculty Stipends	Included above	PCC		
PUSD's Career Pathways and PCC's Noncredit CTE Programs are not sufficiently aligned to meet the needs of adult students.	Joint technical meetings between faculty to articulate career pathways Joint technical meetings between counselors to articulate career pathways	Reassigned time for PCC Noncredit F-T counselors	\$33,000	PCC PCC	MOU Approved by both Districts Meeting Attendance Records Articulation Agreements	August 2014 (ongoing)
PUSD Career Pathways, PCC Noncredit and Credit CTE Programs are not sufficiently aligned to meet the needs of adult students.	Coordination of joint technical meetings and continuity between strategies	PUSD PCC Representatives PUSD Pathways Counselor time	Part of load \$4,000	PUSD/PCC PUSD	See above	August 2014

PCC's Noncredit CTE Programs and credit CTE Programs are not sufficiently aligned to meet the needs of adult learners	Joint technical meetings between faculty to articulate career pathways	(included in planning grant)		PCC	Meeting Attendance Records	Sept 2014
	Joint technical meetings between credit and noncredit counselors to articulate career pathways				Articulation Agreements	Sept 2014
PUSD and PCC Noncredit and credit CTE programs are not sufficiently coordinated to meet the needs of adult students.	Participation of PUSD lead Pathways teachers in joint technical meetings to support with curriculum development	Hourly time for PUSD teachers	\$15,000	PUSD	See above	December 2014
	PCC tutors will work directly with PUSD Building and Design Pathways adult students					
There is a marked lack of community awareness of above courses	PUSD will assist in the recruitment of parents and coordination at school sites	Participation by PUSD Community Liaisons and Community Assistants in planning and outreach	\$8,000	PUSD	See above	January 2015

PCC: \$361,000
PUSD: \$73,000
TOTAL: \$434,000

PROGRAM AREA 5: Programs for Apprentices

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
PCC Pre-Apprenticeship Curriculum is outdated	Develop new courses and Pre-Apprenticeship Certificate of Completion in Building Trades and Construction Industry	Faculty to develop curriculum Full-time faculty to teach/coordinate program Adjunct to teach courses Supplies and Materials	(included in planning grant) \$91,000 \$120,000 \$20,000	PCC PCC	Scheduling of new courses and certificates Number of completers	Fall 2015 Fall 2015/ Spring 2016
PUSD to establish the Pathway at Twilight to support students and provide seamless transition to the PCC certificate program and internship and job placement options	Develop an articulated WBL experience to support PCC	Counselor time Supplies	\$10,000 \$4,000	PUSD		

PCC: \$231,000
PUSD: \$14,000
TOTAL: \$245,000

VII. OBJECTIVE FIVE

OBJECTIVE #5: *Plans to employ 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 and career technical education.*

Pasadena Area Consortium Vision

The Pasadena Area Consortium (PAC) will provide academic and workforce skills training and teaching excellence for all ABE, ASE, and English as Second Language ESL learners in a supportive community that promotes higher educational pathways or workforce preparation goals through noncredit or credit CTE programs.

I. IMPROVEMENT METRICS

Data for the following improvement metrics will be gathered on an annual basis to determine the successful progress and completion of PAC's primary objectives:

- Adult students will earn a certificate that prepares them to work in a high demand career,
- Adult student will increase their basic academic skills while earning a GED or Adult High School Diploma;
- The PAC will design and implement a career pathway that provides meaningful mileposts and clear destinations;
- Adult students will increase their abilities and opportunities for advancement in their chosen careers;
- Adult students will earn college credits for noncredit certificate program courses;
- The PAC will assist adult students with their transition from noncredit to credit certificates and programs; and
- Adult students with disabilities will increase their transition to noncredit, credit and the workforce.

In addition to these general improvement metrics, specific methods for assessing the success of implementing the approach/strategy for each program area have been developed as follows:

PROGRAM AREA 1: ELEMENTARY AND SECONDARY BASIC SKILLS, INCLUDING CLASSES REQUIRED FOR A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL EQUIVALENCY

The PAC has identified two (2) methods for evaluating student's improvement and progress towards completing their high school diplomas or GED courses and certification.

- 1. *Comprehensive Student Assessment System (CASAS) Pre/Post Test Comparisons***

The Noncredit Division already utilizes the CASAS to assess a student's skill levels needed for success in the workforce, community and family. It also establishes measurable goals and learning outcomes in ABE and ASE programs. The staff will administer the CASAS to students to assess:

Pre/Post Test Comparisons

- ABE courses
- ASE (Adult High School Diploma and GED courses)

2. GED Certification

PCC students who complete the GED courses or certificate will be referred to Pasadena Community GED Test Center to take the required GED online tests for certification. Similarly, if PUSD determines that an adult student is being unsuccessful in meeting the PUSD diploma program, they will be referred to the AHSD Program and/or the GED preparation program,

External and internal student tracking services will be utilized. The California Community College Chancellor's Office offers Data Mart that provides information about students, courses, student services, outcomes and faculty and staff. The emphasis of a Data Mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations. This data collection will assist the Consortium in improving the tracking of students.

The California Department of Education collects data and statistics that will be useful in tracking adult student outcomes. Data and statistics collected from California schools and learning support resources are collected to identify trends and educational needs and to measure performance.

In addition, the Consortium will develop and implement an internal process for utilizing these external resources and for collecting internal records of student participation, completion and follow-up.

PUSD has developed the Pasadena Community GED Test Center that is in a central location. The center will offer testing and test preparation at times convenient to adult students. PCC will collaborate with PUSD and refer students to the GED Testing Center once students have completed the necessary preparation courses to increase their ability to pass the four various subject areas and receive GED certification.

PROGRAM AREA 2: CLASSES AND COURSES FOR IMMIGRANTS ELIGIBLE FOR EDUCATIONAL SERVICES IN CITIZENSHIP AND ENGLISH AS A SECOND LANGUAGE, AND WORKFORCE PREPARATION COURSES

1. Comprehensive Student Assessment System (CASAS) Pre/Post Test Comparisons are administered to students in:

- ESL courses and certificates
- Vocational ESL (VESL) courses and certificates

PROGRAM AREA 3: EDUCATION PROGRAMS FOR ADULTS WITH DISABILITIES

Students in the adult special education program require specialized support with assessments and placements. Currently, DSP&S students receive counseling in the PCC for-credit division as they are the ones who conduct assessments on students who enroll at PCC. By the time students reach the Noncredit Division there is a clear knowledge of both the skills and needs of the students, such as level of reading. In this grant the PCC noncredit DSP&S recommends the hiring of a full-time counselor who will be in charge of pre-assessment and assessment so that by the time an adult student with disabilities is enrolled in a class, he or she has already been counseled and set on a path to success.

Additionally, this counselor will work with both PUSD and the PCC Noncredit Division. The counselor will visit the PUSD PALS program to speak to adult students to determine proper placement in noncredit programs or certificate programs in which they could be successful. This will prevent students from enrolling in PCC and not completing the certificate. The new counselor will also refer students for required emotional support as determined on the Individualized Education Plan (IEP). All paperwork would be housed at the PCC Noncredit Division. The project will also expand communication between the noncredit and credit programs to develop a more aligned transition for students who wish to pursue noncredit certificates or credit programs.

PCC and PUSD will also collaborate more closely to provide additional services through the PCC career support center to help students with disabilities develop educational plans designed to lead to employment, as well as help them with interviewing skills, creating resumes, and receiving referrals for employment.

PROGRAM AREA 4: SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS WITH HIGH EMPLOYMENT POTENTIAL

Measurement for Student Success will focus on:

- Student satisfaction surveys
- Student persistence
- Student reaches educational goal
- Student continues on an educational pathway to credit
- Student achieves employment
- Student achieves Certificate of Completion

PUSD and PCC staff will facilitate tracking of students for the aforementioned metrics.

PROGRAM AREA 5: PROGRAMS FOR APPRENTICES

Measurement for Student Success will focus on:

- Student satisfaction surveys
- Student persistence
- Student reaches educational goal
- Student continues on an educational pathway to credit
- Student achieves employment
- Student achieves Certificate of Completion

PUSD and PCC staff will facilitate tracking of students for the aforementioned metrics.

II. BEST PRACTICES

A. Approach to be employed:

Contextualized Teaching and Learning (CTL)

The PAC will employ several best practices to address adult learners such as Contextualized Teaching and Learning (CTL). This will be accomplished through developing and implementing education and career pathways built on the CTL model. Relating subject matter content to meaningful situations relevant to student lives and career related context, especially in basic skills and career path content is a proven successful model and best process (RP Group, 2009.)

The key premise of CTL is that learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). New instructional programs will build upon this understanding that any learning environment, whether a classroom, a laboratory, a computer lab, or a worksite.

The PAC will encourage faculty to choose and/or design learning environments that incorporate many different forms of experience in working toward designed adult learner outcomes. The ultimate goal is encourage students to make meaningful connections between abstract ideas and practical applications in the context of the real world.

These core set of elements will characterize course and program design and implementation in the PAC plan.

This best practice will be utilized in the new curriculum development projects being addressed in all of the AB 86 program areas. New courses and curriculum are being designed to increase the rate at which an adult basic skills student transitions into and through college-level programs. With this in mind, student support services are being enhanced to identify all of the possible transition points and reduce barriers for a successful transition.

The PAC will primarily focus on an educational career pathway model. Students will be

encouraged to think of both paths when developing a student educational plan. The education pathways will begin with ABE and ESL and continue to the highest educational level in the occupation area. The educational pathway is linked to the career pathway for the occupation.

Educational Pathway

The design of the educational pathways will ensure that students do not have to repeat courses. Each step of the educational pathway will prepare students to readily engage in the next step of the path.

Career Pathway

The PAC will work with employers to ensure each step along the way is achievable on the instruction faculty is providing. Each program will have a diagram that displays both the education and career pathways, so students and employers can clearly view them. (*See Figure 11.0 - Building and Construction Pathways*).

The PAC will incorporate the CTL model with a focus on the following six (6) components in all five (5) program areas:

(1) Curriculum/Instructional Material Development

Faculty will develop appropriate materials to support the CTL practice that may include lesson plans, assignments, instructional handbooks and texts for the coursework. The key to success is the collaboration of faculty in the curriculum development process especially for the AB 86 approved curriculum projects.

For example, the faculty developing the ABE Certificate is collaborating with ESL faculty. New requirement for curriculum will incorporate:

- Evidence-based teaching strategies
- Problem-solving opportunities
- Hands-on activities
- Work-based learning experiences
- Critical thinking

(2) Faculty Collaboration

Faculty involved in the AB 86 curriculum development projects acknowledge the importance of collaboration with their PCC peers, administrators, employers, community partners and with PUSD staff and faculty. For example, the faculty developing the GED courses and certificate is collaborating with PUSD staff and faculty to ensure the ease of transition of noncredit students to the Pasadena GED Testing Center to ensure successful passing of the GED certification.

(3) Incorporation of Relevant Context

All faculty working on AB 86 curriculum projects know of the critical importance of employing a relevant context in curriculum design and delivery. Faculty will ensure they chose context that will interest students. This includes, but is not limited to, service-learning or real-world problem solving, engaging students in the issues and concerns

that are most relevant to their lives, cultures and communities.

(4) Work-Based Learning

Faculty will ensure that while sharing with students the purpose and utility of the reading, writing and math skills to their personal or career development. This will allow students to connect classroom-based instruction to real-world application of academic and technical skills in the workforce.

(5) Interactive Teaching

Faculty will utilize interactive teaching approaches in their courses and programs. This will include students interacting with faculty, with one another, or with the hands-on application of the coursework itself. The goal will always be to use authentic context to facilitate strong student engagement, team work, peer to peer review, real-life data collection and problem-solving, experiences with employers or community organizations, authentic assessments and reflective teaching. This will result in:

- Faculty-to-student engagement and
- Student-to-student collaboration.

(6) Professional Development

The Pasadena Area Consortium will ensure continuous professional development opportunities for both staff and faculty. Future workshops can emphasize topics such as:

- Learning outcomes afforded by an integrated curriculum
- Teaching in a CTL model
- Career-focused Learning Communities
- Teaching Math for adult learners
- Innovative teaching strategies that blend academic concepts with workforce applications
- How to motivate students through group learning experiences
- Classroom management techniques that keep actively involved students on task
- How to effectively assess and “grade” contextualized learning achievement

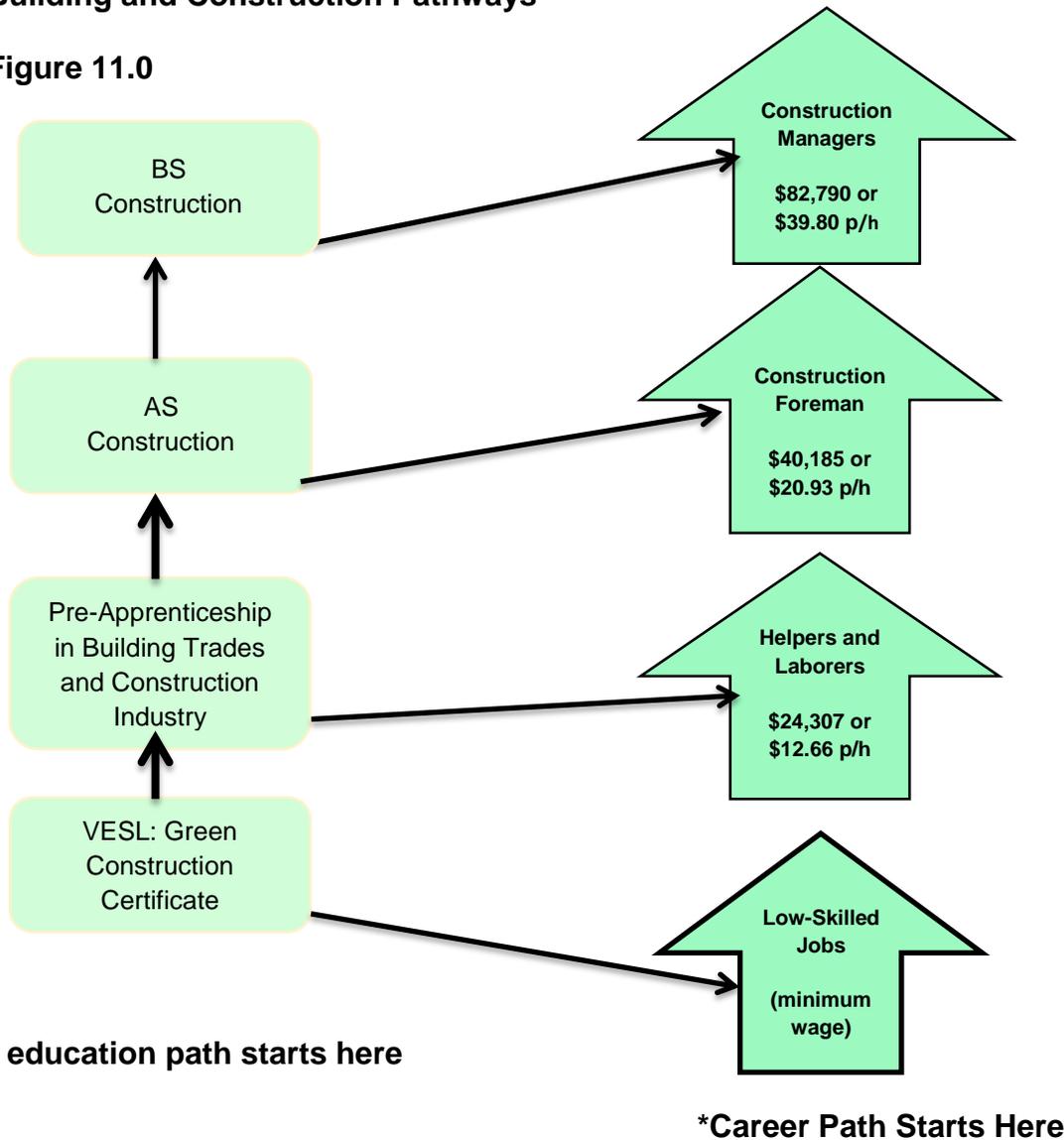
Best practices for CTE programs will also be introduced for students in the ESL program in order to support their transition into the VESL certification programs and the completion in nine months. Data will be collected on the number of students in the program and those who completed the certification program; this data will be collected and assessed as a measurement of success of ESL students in CTE programs. Parents will be trained so that they can support these students to successfully transition into work based learning and into job placements. Once certification is completed then students will be encouraged to go into the workforce or transition into credit courses on the PCC campus.

The Noncredit Division will also create a need model of advisement by introducing students to all educational career pathways once they enter the ESL Program including the new VESL Certificates. This will eliminate “educational silos” of sharing information

only related to ESL programs. Students will be provided with a comprehensive overview of all career pathways once they enter their first ESL course. This will be implemented utilizing the new VESL Certificates. Figure 11.0 provides an example of the educational and career pathways.

Building and Construction Pathways

Figure 11.0



(Note: Salaries may be higher depending on years of experience)

The proposed Noncredit to Credit Bridge Coordinator will be responsible for the creation of Education and Career Pathways are shown in Figure 11.0 for all new short-term CTE certificates. Students will receive this information from the Academic and Career Coaches, and noncredit counselors.

Integrated Basic Skills Training (I-BEST)

Another best practice to be utilized is I-BEST which creates classroom teams of ESL/ABE and short-term CTE instructors, who co-teach an integrated course of language and career technical skills training at the same time. The I-BEST program was designed to reach students with limited English proficiency seeking the skills that lead to higher wage and higher skills jobs.

State and national research reveals that low-skilled adults often begin their educational process in with ESL or ABE courses, and few make the transition to workforce skills training programs that allow them to reap the benefits of higher age and higher skills jobs.

The I-BEST approach includes having two instructors in the classroom at the same time. I-BEST also seeks to support students through advising, tutoring, and mentoring, and to eliminate some of the obstacles faced by students, including child care, and transportation.

The PAC will establish the following goals:

- Develop job skills that prepare students to work in high-demand fields
- Students will begin an educational and career pathway
- Students will increase English and math skills; and
- Students will work toward a short-term CTE certificate
- Students will transition to a credit academic or CTE program

Accelerated ESL Program

The noncredit ESL Program will continue to schedule courses that accelerate students' progress through the various ESL levels. In 2012, noncredit ESL faculty modified the curriculum reducing ESL Level classes from 216 hours to 108 hours. This allows students to complete levels more quickly and accomplish short-term goals. Instead of spending the traditional 16 weeks with the same instructor, classes are now taught for eight (8) weeks; this allows students to take two classes in one term versus one class with the same or different instructor.

Competency-Based Instruction

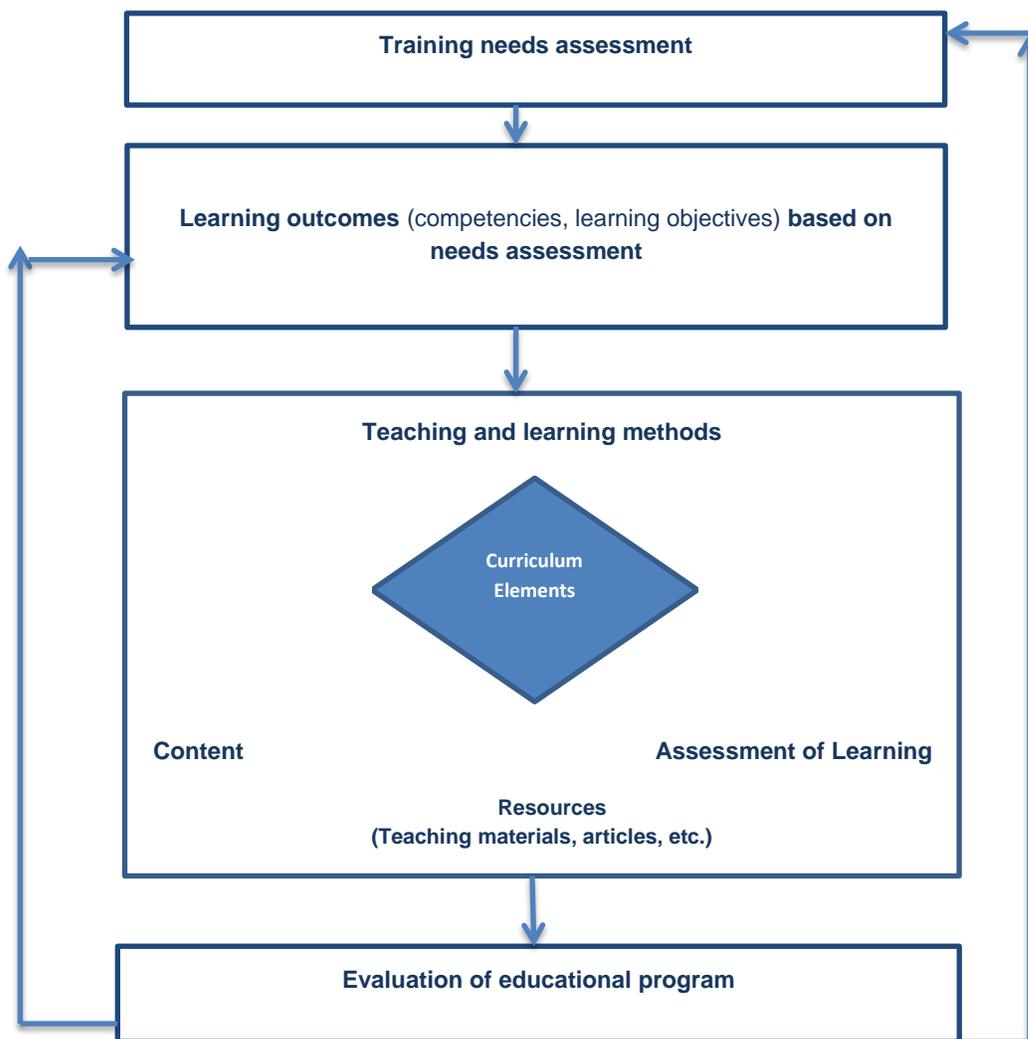
All new noncredit curricula will emphasize objectives and activities that identify the behaviors, knowledge, skills and abilities that are necessary for successful performance in a job. Faculty will learn the curriculum elements that can be combined to create educational experiences in a variety of formats (either classroom-based or distance-learning based), and tailored for the specific needs of the adult learner.

Faculty will learn to identify:

- Learning goals
- Content outlines for the competency
- Suggested learning activities
- List of additional readings
- Charts of learning goals and learning objectives for the competency.

Learning objectives are detailed by their skill level. Further, each objective is designated as attitude-based, knowledge-based, or skill-based. Knowing the type of objective(s) being taught will help the faculty to select the most appropriate teaching strategy to help learners achieve that objective. Figure 12.0 provides an overview of the model.

Figure 12.0 Competency-Based Curriculum Guide



III. TASKS/ACTIVITIES AND TIMELINES TO IMPLEMENT APPROACH

The PAC plan will employ the following major approaches in each of the five major program areas.

1. *Pairing of PUSD faculty with short-term CTE faculty, and credit CTE faculty*
Faculty in all three areas will work collaborate in curriculum development projects to ensure course outlines of record are drafted to concurrently provide low-skilled

adults with both the academic and workforce skills needed to complete a short-term CTE certificate and transition to credit or the workforce to secure a livable wage job in a high demand field. This task will be accomplished by spring 2015.

AB 86 Curriculum Projects

Pre-Apprenticeship in Building Trades and Construction Industry Certificate

2. Tailoring of basic skills curriculum

Faculty will tailor basic skills curriculum to the skills and academic knowledge that is needed in order for students to learn and do the job for which he or she is training. In addition, skills acquired lay the groundwork for students who continue in training or who return for additional transfer after they transition to the workforce. This will be accomplished by fall 2015.

3. Faculty as Advisors

VESL and short-term CTE faculty will serve as “Basic Skills Coaches” to support students throughout their programs. Utilizing basic skills instructors in this dual role will result in increased student persistence and retention rates by spring 2016.

4. Implemental Contextualized Teaching and Learning (CTL)

Faculty will teach students who to learn the academic skills and college study skills within the context of (and along with) workforce education in the student’s chosen CTE goal. The workforce education content provides the context for learning, practicing and mastering the basic skills needed. This will be accomplished by fall 2015.

5. Professional Development

Professional Development workshops will be coordinated with PCC Academic Professional Learning (APL) Center for the aforementioned workshops. This will be accomplished by spring 2015.

6. New Counseling Approach

The Noncredit Division will create a need model of advisement by introducing students to all educational career pathways once they enter the ABE or ASE courses and programs. This will eliminate “educational silos” of sharing information only related to ESL programs. Students will be provided with a comprehensive overview of all career pathways once they enter their first noncredit course. This will be accomplished by fall 2015.

In addition to the six major approaches listed above, the PAC plan identified specific tasks to be accomplished for each program area as follows:

PROGRAM AREA ONE TASKS/ACTIVITIES:

At the end of the first year of implementation of the planning process:

- By spring 2015, a PAC MOU will be signed that ensures the coordination of services and programs for elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
- By fall 2015, PCC coordinate and work with PUSD Pathway faculty and students to implement plan and will hire a full-time counselor to accomplish this task;
- By fall 2015, PCC will develop and implement four new GED courses (Mathematics, Languages, Science and Social Studies), and certificates. A full-time (1.0 FTE) GED faculty will be hired to accomplish this task;
- By fall 2014, a fully operational Pasadena Community GED Test Center will be operational at PUSD and also utilized by PCC;
- By fall 2015, articulation agreements will be signed by the partners of the Consortium by the Board of Trustees of each educational institution;
- By fall 2014, three (3) new ABE courses will be developed and implemented by PCC. Future implementation will include the need for a full-time (1.0 FTE) ABE to teach new curriculum developed to better serve adult learners;
- By fall 2016, two (2) new ABE courses will be developed;
- By fall 2016, PUSD will staff the test center with the following:
 - A part-time (0.5 FTE) technician
 - A half-time test (0.5) assessment coordinator
 - A full-time (1.0 FTE) transition counselor to support high school adult students
 - A full-time (1.0 FTE) transition coordinator
- By fall 2015, PUSD will recruit students for participation into the program through marketing and advertising; and
- By spring 2015, PCC and PUSD develop and provide professional development for all staff in the adult education program. This will be accomplished by utilizing PCC faculty trainers and outside consultants.

PROGRAM AREA TWO TASKS/ACTIVITIES

To track successful implementation of the plan and measure the amelioration of the gaps in service for this program area, the PAC will document implementation of the following process outcomes:

- By fall 2014, PCC will develop and offer two new adult basic education courses and two new citizenship courses;
- By spring 2015, PCC will allocate new space in the Learning Assistance Center (LAC) to accommodate the needs of these adult students;
- By fall 2014, PCC will develop five new VESL certificates that: may include:
 - a. VESL Green Landscaping and Gardening
 - b. VESL Child Care
 - c. VESL Green Construction
 - d. VESL Housekeeping
 - e. VESL Healthcare
- By fall 2016, PCC will develop three (3) new VESL certificates;
- By spring 2015, two workshops will be provided for ESL faculty by the PCC Academic Professional Learning Center;

- By spring 2015, PCC courses such as ESL will be offered on PUSD elementary and high school campuses;
- By fall 2016, once the implementation is complete, PCC will hire a new (1.0 FTE) full-time VESL faculty to teach and coordinate new VESL certificates. PCC will need an additional VESL (1.0 FTE) to teach other new VESL certificates; adjunct VESL faculty will also be needed to fully implement a VESL Program ;
- By fall 2015, PCC will hire a full-time (1.0 FTE) to coordinate the Professional Immigrant Academy, Academic ESL, and ESL Bridge to credit;
- By spring 2016, PUSD will coordinate the program within the district by hiring a full-time parent recruiter and job search specialist by spring 2016;
- By fall 2015, PUSD will provide facilities and child care associated with parent participation in the VESL courses offered at the Twilight school and other PUSD campuses;
- By fall 2015, PUSD will train all Twilight staff associated with the adult VESL programs by fall 2015;
- By fall 2016, PCC will hire (1.0 FTE) full-time VESL Matriculation Coordinator to ensure placement of students in VESL certificate program;
- By fall 2016, PUSD and PCC will hire custodial staff (1.5 FTE each) to maintain off-site facilities to offer new ESL and VESL courses and certificates.

PROGRAM AREA THREE TASKS/ACTIVITIES:

To track the successful implementation of the plan and to measure the amelioration of gaps in this program area, the PAC will implement the following tasks:

- By fall 2014, PCC faculty will develop and implement two new courses and certificates in Workforce Preparation for Persons with Disabilities;
- By fall 2016, PCC will develop four new DSPS courses and one new certificate;
- By fall 2016, PCC will work with DSPS students in verifying disabilities and consult with faculty to ensure the proper student accommodations by hiring a full-time (1.0) DSPS counselor to work with DSPS;
- By fall 2015, PUSD will implement new courses and certificates; one will need to be full-time (1.0 FTE), and several new DSPS adjuncts;
- By fall 2015, PCC and PUSD will provide student support services for students in terms of sign interpreters, testing accommodations, and other needed resources;
- By fall 2015, PUSD will support school based training on transition needs to PCC by hiring a full-time counselor;
- PUSD will accompany students on public transport and when learning to navigate PCC campus; and
- By spring 2016, PUSD students shall receive transportation cards to avail themselves of the public transport system.

PROGRAM AREA FOUR TASKS/ACTIVITIES:

To track successful implementation of the plan and measure the amelioration of the gaps in service for this program area, the PAC will document implementation of the following process outcomes:

- By fall 2014, PCC will develop and offer twelve (12) new short-term courses and certificates will be approved. Tentative interests include CTE certificates in areas such as:

Basic Graphic Design
Business Literacy Skills
Child Care Provider
Computer Keyboarding
Computer Keyboarding-Bilingual
Computer Skills
Computer Skills-Bilingual
Family Home Day Care Provider
Family Home Day Care Provider- Bilingual
General Office Clerk
Introduction: How to Start a Small Business
Introduction: How to Start a Small Business-Bilingual
Introduction: Legal Interpretation & Translation
Introduction: Medical Interpretation & Translation
Medical Front Office Clerk
Personal Care Attendant

- By fall 2014, PCC will schedule new courses and certificates once it receives state approval;
- Approximately 450-of adult students will complete short-term career technical program in the first year;
- Three workforce development center workshops will be conducted by PCC faculty or consultants;
- Attendance at all meetings are recorded;
- Articulation agreements are documented;
- Once implementation is completed, PCC will hire full-time (3.0 FTE) in the CTE area but with the potential to grow significantly in this area requiring future funding for more full-time faculty;
- PUSD assist with district wide site level coordination for recruitment in adult school pathways;
- PUSD will purchase supplies and materials to develop the program and advertisements for recruitment;
- PCC tutors will work with PUSD Building and Design students on academics, time management, and personal discipline;
- By fall 2016, PCC will develop six (6) new short-term CTE certificates; and
- PCC will provide study coaches (tutors) to support students enrolled in short-term CTE certificate programs.

PROGRAM AREA FIVE TASKS/ACTIVITIES

To track successful implementation of the plan and measure the amelioration of the gaps in service for this program area, the PAC will document implementation of the following process outcomes:

1. By fall 2014, the PAC will develop a new short-term CTE certificate in this program area called Pre-Apprenticeship Building and Construction Trades Certificates.
2. By fall 2015, PAC will measure and track the successful implementation of the plan, the collaborative will track the number of adult students that complete courses and certificates, participate in and complete apprenticeships and that transition from school to work.

IV. METHOD OF ASSESSMENT

A semi-annual assessment of the methods and strategies will be conducted by the PAC in collaboration with Pasadena Consortium Advisory Council. The primary methods for assessment will focus on the successful implementation of the project activities and tasks and of progress made on outcome measures.

Data will be collected will be the primary responsibility of a dedicated Research Analyst (RA) to be hired by PCC. The RA will design a data collection model that is integrated into program activities and is collected on a regular and ongoing basis. Data sharing will be documented in a central location by utilizing multiple data sources to track outcomes of adult learners, implementation of program tasks and activities, and accomplishment of primary objectives.

Specific data points are:

- Program Implementation
 - PAC meeting attendance, minutes, outcomes, implementation
 - New course, certificates, short-term courses, workshops developed and implemented
 - Pathways developed and implemented
- Faculty Development
 - Workshops
 - Collaborative projects
- Student Outcomes
 - Recruitment
 - Certificates, degrees, diplomas, GEDs earned
 - Improvement in basic academic skills
 - Improved abilities and opportunities for advancement in chosen careers
 - Advancement in education/career pathways
 - Transition from High School to College/Work
 - Retention in pathway

Table 5.1 Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress toward His or Her Academic or Career Goals

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student’s Progress toward His or Her Academic or Career Goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Education Pathways A1, A2 and A3	<p>1. New ABE and ASE curricula that focus on pathways and incorporating workforce preparation activities in all official course outlines and course syllabi</p> <p>2. Joint PAC High School Diploma MOU to promote acceleration for Twilight School non-completers</p> <p>3. Implement Education Pathway A1 to facilitate a seamless transition from noncredit to credit</p> <p>3. Duplicate PCC credit English acceleration program (STACC) in noncredit English courses</p>	Budget/Timelines requested in Objectives 2, 4 and 3.			<p>1. Successful completion of AHSD</p> <p>2. Successful completion of ABE courses and certificate</p> <p>3. Successful completion of GED courses, certificate of competency and GED certification</p> <p>4. Successful transition along education/career pathways</p> <p>5. Improved workforce readiness skills</p> <p>5.. Improved performance on basic skills placement upon college entry</p>	
Education Pathway A4.	<p>1. New ESL/VESL curricula that focus on pathways and incorporating workforce preparation activities in all official course outlines and course syllabi</p> <p>2. Improve workforce readiness</p>	Budget/timelines requested in Objectives 2, 4 and 3.			<p>1. Successful completion of ESL certificate programs</p> <p>2. Successful completion of VESL certificate programs</p> <p>3. Improved workforce</p>	

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student's Progress toward His or Her Academic or Career Goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>skills for VESL adult learners</p> <p>3. Implement Education Pathway A2 to create seamless transitions for VESL and ESL adult learners</p>	<p>Budget/timelines requested in Objectives 2, 4 and 3.</p>			<p>readiness skills</p> <p>4.Successful transition along education/career pathways</p> <p>5.Improved performance on basic skills placement upon college entry</p>	
Education Pathway A5	<p>1.New short-term CTE curricula that focus on pathways and incorporating workforce preparation activities in all official course outlines and course syllabi</p> <p>2 Implement Education Pathway A4 to create seamless transitions for adult learners from noncredit short-term CTE to credit CTE or the workforce</p> <p>3.Provide internships to students to receive "on-the-job" experiences prior to permanent full-time employment to ensure adequate training and soft skills</p>	<p>Budget/timelines requested in Objectives 2, 4 and 3.</p>			<p>1.Successful transition from PUSD High School Pathways to noncredit and credit CTE programs</p> <p>2. Successful completion on short-term CTE certificates</p> <p>2.Improved workforce readiness skills</p> <p>3. Higher transition rates of basic skills students into short-term CTE certificates and/or credit CTE certificate programs</p> <p>4. Successful placements in the workforce</p>	
Education	1.New DSPS curricula that focus	<p>Budget requested in Objectives 2, 4</p>			1.Successful transition from	

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student's Progress toward His or Her Academic or Career Goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Pathway A7	<p>on pathways and incorporating workforce preparation activities in all official course outlines and course syllabi</p> <p>2. Implement Education Pathway A7 to create seamless transitions for disabled adult learners</p>	and 3.			<p>PALS to noncredit courses and programs</p> <p>2. Successful transition along education/career pathways</p> <p>3. Successful transition into the workforce</p> <p>4 Improved knowledge of key soft skills for the workplace</p>	
Continuous curriculum development for ABE adult learners	Design three (3) new ABE courses	Faculty stipends	\$6,000	PCC	Course approvals	Fall 2016
Continuous curriculum development for ESL and VESL adult learners	Design five (5) new VESL certificates	Faculty stipends	\$13,000	PCC	Course approvals	Fall 2016
Continuous curriculum development for DSPS adult learners	Design four (4) new DSPS courses and one DSPS workforce preparation certificate	Faculty stipends	\$12,500	PCC	Course approvals	Fall 2016
Continuous curriculum development for short-term CTE adult learners	Design six (6) short-term CTE certificates	Faculty stipends	\$27,000	PCC	Course approvals	Fall 2016

Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student's Progress toward His or Her Academic or Career Goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Custodial support for new classrooms and off-site classrooms to support five program areas	Hire new staff	1.0 Custodian 1.5 Custodians	\$60,000 \$110,000	PCC PUSD	Hiring process completed	Fall 2016
Matriculation coordinator for placement of adult learners into new VESL Certificates	Hire new staff to support Education Pathway 2 – transition of ESL/VESL adult learners	1.0 FTE Coordinator	\$80,000	PCC	Hiring process completed	Fall 2016
Provide state of the art equipment and furniture to support new courses and programs including off-sites	Purchase instructional technology and furniture	Instructional technology Utilities	\$175,000 \$10,000	PCC and PUSD PUSD	Purchase and installation Services provided	Fall 2016 Fall 2016

Please note that all other costs for implementation of tasks and activities have been included in Objectives 2, 4, and 3, and are not duplicated in Table 5.1; only new costs.

**PCC: \$199,000
PUSD: \$405,000
TOTAL: \$604,000**

VIII. OBJECTIVE SIX

OBJECTIVE #6: *Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.*

The Pasadena Area Consortium (PAC) will utilize the services of the following organizations for professional development activities:

A. California Adult Literacy Professional Development Project (CALPRO)

B. PCC Academic Professional Learning Institute (APL)

C. Outreach and Technical Assistance Network (OTAN)

A. California Adult Literacy Professional Development Project (CALPRO)

The mission of CALPRO is to foster continuous program improvement through a comprehensive, statewide approach to high-quality professional development for the full range of adult education and literacy providers working in agencies funded by the California Department of Education.

The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student learning gains and to help adult learners meet their goals as productive workers, family and community members, and lifelong learners. To accomplish the above goal, CALPRO has set the following overarching objectives:

- To plan and provide high quality professional development in collaboration with CDE, other State Leadership Projects, and local service providers;
- To encourage and support the development of Communities of Practice and Professional Learning Communities; and
- To improve the quality of instruction delivered to adult learners and, ultimately, to enhance learner outcomes.

B. PCC Academy of Professional Learning (APL)

PCC has the Academy of Professional Learning (APL) whose mission is to foster institutional excellence through inquiry based practice and collaborative learning opportunities. By engaging faculty, staff, and managers in organizational, instructional, and personal development, it promotes collegiality and student achievement.

The Academy of Professional Learning is dedicated to creating a wide range of professional learning opportunities for faculty, staff and managers at the instructional, personal and organizational levels. Its goal is to inform all employees of upcoming activities, provide the logistical support necessary for programs to create their own professional development and offer meaningful professional learning in a variety of formats including face-to-face, hybrid and on-line seminars, workshops and shared reading experiences. It is committed to drawing upon the expertise of our colleagues to design and facilitate learning opportunities that will help all employees to enhance their practice and improve our students' learning experience.

The Pasadena Area Consortium (PAC) will utilize this local resource to provide professional development to PUSD and PCC staff and faculty. A major theme for this training will focus on linked learning pathways from PUSD to noncredit and to credit. The “linked learning” research addresses increasing student engagement, raising student achievement, increasing high school diploma completion, and postsecondary transition rates.

The Pasadena Area Consortium key strategy has a focus on understanding local workforce needs that drives curriculum development for short-term noncredit CTE, develops articulation opportunities between noncredit and credit for seamless transitions, and involves industry partners

C. Outreach and Technical Assistance Network (OTAN)

PAC will utilize the services of OTAN whose goal is to provide assistance for the integration of technology into the educational process for empowering adult learners to meet their academic and employment goals. OTAN provides electronic collaboration and information, and support for instructional technology and distance learning to literacy and adult education providers.

Instructional Technology

OTAN supports adult education programs that are initiating or expanding the use of instructional technology by:

- Providing information and training for planning and implementing new technologies in adult education classes;
- Providing face-to-face and online workshops to increase skill levels of adult educators; and
- Providing a collection of online videos on innovative uses of technology in the classroom.

Distance Learning

OTAN supports adult education programs by:

- Supporting free online curricula; or
- Hosting a Technology and Distance Learning Symposium.

PAC Professional Development Topics to be covered:

Best practices in basic and secondary skills that build adult learners “college readiness skills”.

a. Description of the training #1

- *Evidence Based Reading Instruction for ABE/ASE*
Workshop provides an overview of adult reading instruction covering alphabetic, fluency, vocabulary and comprehension.
- *Math Instructional Strategies*

Workshop provides participants with basic information on what adult learners need to know to satisfy the California mathematics requirements for earning an adult high school diploma or the General Educational Development (GED) credential, and also includes strategies for effective instruction.

▪ **Organizing ABE Instruction**

This workshop provides an overview of evidence-based practice, including a model for instruction that includes administering a series of assessments, analyzing the assessment results, and providing a detailed academic prescription for improving academic gains for ABE learners.

▪ **Essentials Elements of ABE/ASE Instruction**

Training provides strategies for the implementation of the Instructional Strategies of the Model of Standard for Adult Basic Education and Model Standard for Adult Secondary Education and to development new knowledge and skill in essential elements of instruction.

b. Modality

Face-to-face workshops

c. Host/trainer/facilitator

PCC will host CALPRO and OTAN facilitators.

d. Frequency

One workshop each fall and spring semester

e. Participants

PAC staff and faculty will attend any of the aforementioned workshops of choice.

f. Outcomes for faculty, staff and students

Faculty

- i. Improved best practices of basic and secondary skills instruction
- ii. Improved curriculum development
- iii. Improved performance on faculty evaluations

Staff

- i. Improved awareness of the unique needs of adult learners
- ii. Improved educational planning for students

Students

- i. Successful completion of Adult High School Diploma or GED certificate of completion and GED certification
- ii. Successful transition along education/career pathways
- iii. Improved performance on basic skills placement testing upon college entry

Team building, critical thinking, problem solving skills, soft skills, and career assessment

a. Description of the training #2:

- *Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom, Transferable Skills for the Workplace*
Provides information on how participants can prepare adult learners to succeed in the workforce, and what employers say are essential skills for today's workforce. Session shows how participants how to connect transferable skills in the ABE/ASE classroom to the workplace.

b. Modality

Face-to-face workshops

c. Host/trainer/facilitator

PCC will host CALPRO facilitators.

d. Frequency

One workshop each fall and spring semester

e. Participants

PAC staff and faculty

f. Outcomes

Faculty

- i. Ability to contextualize basic and secondary skills into career pathways
- ii. Ability to incorporate workforce readiness into curriculum development
- iii. Ability to incorporate workforce readiness activities into classroom instruction

Staff

- i. Increased knowledge of advisement skills for workforce preparation

Students

- i. Improved workforce readiness skills
- ii. Higher transition rates of basic skills students into short-term CTE certificates and/or credit CTE training
- iii. Higher transition rates into entry-level positions of local community employers

Technology use and integration to enhance and expand technology in instruction

a. Description of the training #3

- *Introduction to English for All: A Multimedia System for Adults Seeking to Learn ESL*
Workshop covers resources such as multimedia ESL series (videos, print materials, CD-ROMs, and online instruction) to provide English lessons in classroom and distance learning modalities.

c. Modality

Face-to-face workshops

d. Host/trainer/facilitator

PC will host CALPRO facilitators

e. Frequency

One workshop each fall and spring semester

f. Participants

PAC staff and faculty

g. Outcomes

Faculty

- i. Improved best practices in using instructional technology (both distance and in-class) for ESL adult learners

Staff

- i. Improved awareness of distance learning modalities for ESL adult learners
- ii. Better understanding of disabled students accommodation needs in classrooms using instructional technology

Students

- i. Successful utilization of online resources to improve student success
- ii. Successful transition to academic and CTE programs
- iii. Improved retention rates of students within the program due to greater access to coursework and instructor through technology

Description of the training #4

- *Creating websites*
- *Creating a High Quality Online Course*
- *Digital Literacy and Citizenship Toolkit*
- *Distance/Blended Learning*
- *EL Civics: Digital Literacy and Internet Safety*
- *Google Voices in Adult Education*
- *Mobile Devices in Adult Education Part 1: Basics to Use in the Classroom*
- *Mobile Devices in Adult Education Part 2: Mobile Applications*
- *Online Curriculum Series (1 – 3)*
- *Orienting Students to Online Learning*
- *So You Want to Teach Online?*
- *Social Media for Adult Education*
- *Soft Skills for Career Success*
- *Technology Skills for the 2014 GED Exam*
- *Using iPads in Adult Education*

a. Modality: Online Workshops/Webinars

b. Host/trainer/facilitator

OTAN

c. Frequency

Two workshops each fall and spring semesters

d. Participants

PAC staff and faculty

e. Outcomes

Faculty:

- i. Increase in the number of faculty utilizing technology and innovative best practices in the classrooms
- ii. Measurable increase in faculty culture of enthusiasm and participation in ongoing professional development
- iii. Improvement on faculty evaluations, specifically in the areas of instructional technology and professional development

Staff

- i. Better understanding of disabled students accommodation needs in classrooms using instructional technology
- ii. Increased ways of offering students opportunities for success as facilitated by online and technology-supplemented instruction

Students

- i. Higher retention and attendance rates due to engaging innovative classrooms that represent 21st century learning environments
- ii. Greater preparedness for the workforce, CTE and academic classrooms, where technology is routinely incorporated.

Description of the training #5:

Online Teaching Academy (OTAC)

The OTAC's goal is to increase online instruction for adult learners. It accepts 10 experienced and/or aspiring online faculty and provides training and support for the initiation and development of online and blended instruction. Subject areas may include ESL, ABE, ASE, or GED with a focus on transition to employment, job training or postsecondary education, and CTE course with basic skills collaboration, and professional development in the area of online instruction.

Projects may include complete stand-alone courses, assessment and other resources, supplemental materials to support classroom instruction, or support for existing online curriculum such as GED Connection or Crossroads Café. The PAC will apply for the 2015 – 2016 and send a faculty member to eventually become the “adult education online trainer” who will train other trainers from PUSD and PCC as part of the PAC.

h. Modality: Train-the-trainer

- Participants complete an online course “Teaching Students in Blended Classrooms” and will learn effective strategies for managing and teaching students in blended environments and explore the ways blended learning can effectively support teaching and learning in all subject areas. Course content includes online readings, web-based and multimedia activities, and facilitated online discussions;

- OTAN distance learning webinars;
- Online teaching skills;
- Incorporating Web 2.0 tools into their teaching;
- Moodle as an online course management; and
- Meetings with Distance Learning Mentors and the project coordinator.

i. Host/trainer/facilitator

OTAN

j. Frequency

One time training

k. Participants

PAC will apply for training and send one faculty member to the OTAC

l. Outcomes

Faculty

- i. Increased follow-up, application, and sustainability of these practices due to in-house technology expert who is able to contextualize technology in instruction within the specific setting and work of the program
- ii. Increased number of in-house training workshops delivered and attended by program faculty
- iii. Increased number of faculty who implement new training into everyday teaching

Staff

- i. Better understanding of disabled students accommodation needs in classrooms using instructional technology
- ii. Increased ways of offering students opportunities for success as facilitated by online and technology-supplemented instruction

Students

- i. Higher retention and attendance rates due to engaging innovative classrooms that represent 21st century learning environments
- ii. Greater preparedness for the workforce, CTE, and academic classrooms, where technology is routinely incorporated.

New models and instructional strategies for contextualized and/or accelerated teaching and learning

4a. Description of the training #6:

- *Integrated and Contextualized Workforce Skills in the ESL classroom*
Workshop trains participants in how to integrate and contextualize their instruction. Defines what contextualized instruction is and how it benefits adult learners to succeed in the workforce. Trainers provide examples of contextualizing ESL instruction by using workplace activities and forms

- a. **Modality:** Face-to-face workshops
- b. **Host/trainer/facilitator**
CALPRO
- c. **Frequency:** One workshop each fall and spring semester
- d. **Participants:** PCC Noncredit ESL Faculty
- e. **Outcomes**

Faculty

- i. Ability to contextualize ESL learning into career pathways
- ii. Ability to successfully deliver new Vocational ESL curriculum to students

Staff

- i. Increased ability to advise ESL students on how to begin career goal-setting and workforce readiness preparation

Students

- i. Improved workforce readiness skills for ESL students
- ii. Increase in attendance, retention, and completion of ESL students in VESL courses and programs
- iii. Higher transition rates of low level ESL students into VESL courses, and of VESL students into short-term noncredit CTE courses
- iv. Increase in number of students earning noncredit VESL certificates
- v. Higher transition rates into entry-level positions of local community employers

Description of the training #7:

- *Accelerated Teaching and Learning*

PCC’s English Department offers “Stretch-Accelerated Composition” (STACC) courses that are “stretched” over two semesters. It provides an alternative to the traditional semester-long first year composition course, offering extra time for students to develop reading, writing and critical thinking competencies. Research demonstrates that stretch composition students have increased pass rates and superior writing skills in first year composition compared to students enrolled in traditional composition courses.

Stretch composition is ideal for first-generation students, first-year students, non-traditional students, and underrepresented students.

Faculty from the credit English Department will work with APL to provide information and suggestions for “Noncredit Accelerated English Courses” that will focus on the Adult High School Diploma (AHSD) English courses:

- AHSD 6400 Practical English*
- AHSD 6401 Fundamentals of Grammar A*
- AHSD 6402 Fundamentals of Grammar B*

AHSD 6403 Essentials in Writing A
AHSD 6404 Essentials in Writing B
AHSD 6405 U.S. Literature
AHSD 6406 British Literature
AHSD 6407 Reading Fundamentals
AHSD 6409 Introduction to Creative Writing

- a. **Modality:** Face-to-face workshops
- b. **Host/trainer/facilitator:** PCC Credit English Faculty
- c. **Frequency:** One workshop each fall and spring semester
- d. **Participants:** PCC Adult High School faculty and PUSD faculty
- e. **Outcomes**
 - Faculty**
 - i. Noncredit faculty will have the tools to employ research-based, effective strategies for accelerated learning to noncredit students
 - ii. Increase collaboration between credit and noncredit faculty, thereby facilitating student transition rates into credit.
 - iii. Greater understanding of noncredit instructors about expectations of credit instructors for entering students.
 - Staff**
 - i. With accelerated learning as an option, ability to offer more opportunities to basic skills students for success
 - ii. Increased collaboration between credit and noncredit staff in advising students eligible and/or engaged in accelerated
 - Students**
 - i. Noncredit students will have access to similar learning innovations as do credit students
 - ii. Higher pass rates and writing skills within the adult high school program
 - iii. Higher performance on credit English placement test upon transition

Skills building intercultural competencies among faculty, staff, and administrators

- a. **Description of the training #8:**
 - *Cultural Diversity in the Literacy Classroom*
Workshop assists literacy instructors to undertake tasks to eliminate cultural and racial biases and enhance a culturally enriched learning environment.
- b. **Modality:** Face-to-face workshops
- c. **Host/trainer/facilitator**
PAC will host the training and CALPRO will facilitate the workshop.

- d. **Frequency:** One workshop annually
- e. **Participants:** PCC ESL faculty, ABE faculty

f. **Outcomes**

Faculty:

- i. Greater ability to demonstrate and develop cultural competence within a classroom
- ii. Greater ability to address learning styles and needs of culturally diverse students

Staff

- i. n/a

Students

- i. Higher attendance, retention, and completion of students from *all* cultures
- ii. Reduction in student achievement gaps based on ethnic backgrounds
- iii. Development of cultural competence that will serve students in life, work, and academic pursuits.

Description of the training #9:

▪ **Preparing for Culturally Relevant Teaching**

APL will develop a series of workshops that focus on the importance of cultural relevant teaching that build intercultural competencies.

- (i) *Developing a Cultural Diversity Base*
- (ii) *Designing Culturally Relevant Curricula*
- (iii) *Demonstrating Cultural Caring and a Learning Community*
- (iv) *Cross-Cultural Communications*

- a. **Modality:** Face-to-face workshops

b. Host/trainer/facilitator

PCC will host trainings at the Community Education Center.

- c. **Frequency:** One workshop annually

- d. **Participants:** PAC faculty and staff

e. Outcomes

Faculty:

- i. Increased awareness of the interaction and integration of cultural competency with student learning dynamics
- ii. Increased ability to create successful learning environments for a culturally-diverse classroom

- iii. Increased collaboration with faculty and staff as communities of practice are developed with a sensitivity to addressing student diversity in learning

Staff

- i. Increased collaboration with faculty and staff as communities of practice are developed with a sensitivity to addressing student diversity in learning
- ii. Increased ability to demonstrate cultural sensitivity and caring in student advising

Students

- i. Higher attendance, retention, and completion of students from all cultures
- ii. Reduction in student achievement gaps based on ethnic backgrounds
- iii. Students from all cultures demonstrate an increased sense of support and inclusion from the faculty and staff comprising the community of practice

Other Faculty Resources

The PAC will also utilize the following three resources for future training needs:

Crossroads Café

Crossroads Café is a new approach to teaching English to speakers of other languages. It is an episodic television series targeting adults who are students of English at an intermediate level.

While this video and print series is designed for ESL learners, it is also appropriate for use in school-to-work, workplace literacy, family literacy, and citizenship programs. *Crossroads Café* offers a complete program for teaching English to speakers of other languages, as well as English-speaking individuals with low literacy skills.

CNN Interactive Learning Resources

The California Department of Education's Adult Education Unit and Cable News Network (CNN) San Francisco have collaborated to develop a World Wide Web site that offers a resource tool for supporting classroom and distance learning instruction. The main purpose is to make current news stories available to adult learners whose reading levels are not high enough to read and understand standard reading materials.

Literacy Link Online

Literacy Link Online is a dynamic, technology-based resource center for adult basic education faculty. It provides teaching tools, lessons and resources, assessment tools, and faculty training. Faculty can find teaching tips, answer keys to practice tests and quizzes, information on utilization workshops and conferences, and handouts.

Another feature is an online center offering workplace readiness, basic skills and basic skills preparation for adult learners.

Example:

Workforce Essential Skills & Test Connection

- Online lessons
- Interactive activities
- Workbooks (Employment, Communication and Writing, Reading, and Math)
- TV/Video Lessons

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Best practices in basic and secondary skills that build adult learners "college readiness skills"	Tailored workshops by topic provided by PCC's Academy for Professional Learning with minimal costs	Program Area One (1)	
Team building, critical thinking, problem solving skills, soft skills, and career assessment	Tailored workshops by topic provided by PCC's Academy for Professional Learning with minimal costs	All five (5) program areas	
Technology use and integration to enhance and expand technology in instruction	Tailored workshops by topic provided by PCC's Academy for Professional Learning with minimal costs	All five (5) program areas	
New methods and instructional strategies for contextualized and/or accelerated teaching and learning	Tailored workshops by topic provided by PCC's Academy for Professional Learning with minimal costs	All five (5) program areas	
Skills building intercultural competencies among faculty, staff, and administrators	Tailored workshops by topic provided by PCC's Academy for Professional Learning with minimal costs	All five (5) program areas	
	<i>(Other professional development costs included in Objectives 2 and 4; other training by PCC internal trainers through the Academic for Professional Learning)</i>	TOTAL FOR ALL WORKSHOPS	\$50,000
	Workshop Supplies		\$15,000
Adult Education Online Trainer	OTAN Professional training	All five (5) program areas	\$10,000
Working with Adult Learners	Professional Conferences Site visits		\$10,000 \$10,000
		TOTAL	\$95,000

Table 6.2 Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Best practices in basic and secondary skills that build adult learners "college readiness skills"	CAL PRO Workshops: <i>Evidence Based Reading Instruction for ABE/ASE</i> <i>Math Instructional Strategies</i> <i>Organizing ABE Instruction</i> <i>Essentials Elements of ABE/ASE Instruction</i>	Program Area One (1)	
Team building, critical thinking, problem solving skills, soft skills, and career assessment	CALPRO Workshops: <i>Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom: Transferable Skills In the Workplace</i> <i>Integrated and Contextualized Workforce Skills in CTE classrooms</i>	All five (5) program areas	
Technology use and integration to enhance and expand technology in instruction	OTAN Workshops: <i>Introduction to English for All: A Multimedia System for Adults</i> <i>Creating a High Quality Online Courses</i> <i>Digital Literacy and Citizenship Toolkit</i> <i>Mobile Devices in Adult Education</i> <i>Online Curriculum Series</i> <i>Using iPads in Adult Education</i> <i>Orienting Students to Online Learning</i> <i>So You Want to Teach Online?</i> <i>Social Media for Adult Education</i> <i>Google Voices in Adult Education</i>	All five (5) program areas	
New methods and instructional strategies for contextualized and/or accelerated teaching and learning	CALPRO Workshops: <i>Integrated and Contextualized Workforce Skills in the Classroom</i> <i>Accelerated Teaching and Learning for Basic Skills students</i>	All five (5) program areas	
Skills building intercultural competencies among faculty, staff, and administrators	CALPRO Workshops: <i>Cultural Diversity in the Classroom</i> <i>Developing a Cultural Diversity Base</i> <i>Designing Culturally Relevant Curriculum</i> <i>Demonstrating Cultural Caring and a Learning Community</i> <i>Cross-Cultural Competencies</i>	All five (5) program areas	
		SUBTOTAL	\$182,000
	1.0 FTE PAC Professional Development Coordinator	All five (5) program areas	\$60,000
		TOTAL	\$242,000

IX. OBJECTIVE SEVEN

OBJECTIVE #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

A. Existing regional structures and their resources

As mentioned in Objective 6, the Pasadena Area Consortium (PAC) vision is to provide academic and workforce skills training and teaching excellence for all ABE, ASE, and English as Second Language ESL learners in a supportive community that promotes higher educational pathways or workforce preparation goals through noncredit or credit CTE programs.

The AB 86 grant has established a partnership between PCC and PUSD for adult school services. While the direct transitional services between PCC and PUSD have been clearly articulated, it has also highlighted the rich resources within the City of Pasadena that provide related services for adults within the community.

Pasadena Area Consortium Advisory Board (PAB)

A Pasadena Area Consortium Advisory Board (PAB) will be established to coordinate the services of these various community partners to support the residents of Pasadena, Altadena and Sierra Madre to benefit from these services. Additionally, PCC also serves the communities of Arcadia, South Pasadena, San Marino, and the PAC Advisory Board can coordinate the efforts established in those cities.

Working with the Workforce Investment Board, PAC will also establish another advisory that will tie in the employment opportunities in the region with the preparation and certification courses offered within the Adult School program. The WIB and the Workforce Advisory Board (WAB) will coordinate to ensure that adults are being advised to enter career trainings in areas that require new employees. This will ensure that PCC's Noncredit Division is provided the necessary support with apprenticeship and internship opportunities for their adult students.

Listed below are a few partners who will actively participate in the PAB:

1. Ability First

PCC's Noncredit Division has a long standing relationship with *Ability First*. *Ability First* provides programs for children and adults with disabilities, and special needs services to assist participants reach their full potential throughout their lives. They offer a broad range of employment, recreational and socialization special needs programs and also operate 12 accessible residential housing complexes to Pasadena area residents.

PCC offers a course **CIV 3323 – Workplace Skills for Developmentally Disabled Adults**. The course is designed primarily for developmentally disabled adults employed, or for those who wish to become employed in a workshop environment. The course also covers independent living and basic employment techniques including resume writing and interviewing skills.

As a result of AB 86 curriculum development projects, PCC's Division anticipates expanding its services to Ability First through the creation of new, up to date courses and certificate to better serve these adults:

- *Workforce Preparation for Development Disabled Adults Certificate of Completion*
- *College and Career Preparation for Disabled Adults (course)*
- *Workforce Readiness for Disabled Adults (course)*

2. Altadena Reads! Altadena District Library

The PAC has initiated a partnership with the Altadena District Library who offers Adult Literacy Program. *Altadena Reads!* has served the residents of Altadena since 1988. They provide tutorial assistance in the areas of English reading, writing, and comprehension skills. They also provide self-paced computer programs and small group assistance to speakers of other languages.

3. Alternative Education and Learning Works!

PCC and PUSD work with a number of community-based organizations. The Learning Works! Charter school is within PUSD jurisdiction to serve students in grades 7-12 who have withdrawn or are in danger of withdrawing from mainstream education without attaining a high school diploma.

Learning Works provides an alternative education option for students, particularly for pregnant and parenting minors and young adults, with wraparound services that help alleviate obstacles to completing their high school education. Examples of community agencies providing alternative education, health and social services to Learning Works!, Rose City, CIS Academy High School students include Young & Healthy (a network of health providers providing pro-bono services and insurance outreach), Flintridge Center, Homeboy Industries, Mother's Club, Pasadena Public Health Department, County Social Services California Work Opportunities and Responsibility to Kids (CalWORKS) program.

4. Department of Rehabilitation

Both PUSD and PCC staff and faculty work directly with the Department of Rehabilitation as a key referral in the area of employment for adults with disabilities. As the PAC expands its courses and support services, it will continue to collaborate with the Department of Rehabilitation.

5. Foothill Vocational Opportunity(FVO) Solutions

The *FVO Solutions* is a nonprofit social enterprise that serves the Pasadena area by customizing employment opportunities for those adults with disabilities and other disadvantages. They also serve businesses and government agencies nationwide by providing customized solutions in manufacturing, staffing, and third party logistics.

PCC's Noncredit Division also has a longstanding relationship with *FOV Solutions* and, like *Ability First*, provides the **CIV 3323-Workplace Skills for Developmentally**

Disabled Adults course at its worksite for their employers. New courses and certificates will also be offered at FVO Solutions.

6. Foothill Workforce Investment Board (FWIB)

The FWIB is a 32-member board comprised of business owners, corporate executives, local educational organizations, labor unions, economic development agencies, government entities and community based organizations. FWIB oversees the implementation of the Workforce Investment Act (WIA) program and other workforce development programs.

PCC's Noncredit Division already has a longstanding relationship with the FWIB. Staff and counselors refer noncredit students to the One Stop Career Center. The Center offers an array of workforce development programs to serve both job seekers and employers. Some FWIB utilized include:

- Employee recruitment/job fairs; and
- Labor market information and referral services.

FWIB also serves the PUSD area. Services the FWIB has already discussed collaborating with the PCC credit California Career Pathways Trust (CCPT) consortia include:

- Providing subsidized paid work-based learning and support services for WIA eligible students enrolled in the Health Career Pathway Program an opportunity to participate in part-time paid internships and/or summer employment;
- Participating in maintaining an up-to-date skills map for the industry/sector that identifies essential job requirements and competencies;
- Collaborating with local K-12 school district and postsecondary staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources; and
- Participating in program reporting and participant employment data collection for continuous program improvement.

7. Flintridge Center

PCC's Noncredit Division has had a long-term relationship with the Flintridge Center whose mission is to improve education, neighborhood safety, and workforce readiness. A specific collaboration includes the Apprenticeship Preparation Program in the building and construction Trades that includes an instructional component (Pre-Apprenticeship Preparation Program noncredit course) that is open to its participants who may include former incarcerated adults. Future AB 86 curricular plans include creating the Pre-Apprenticeship Building and Construction Trades Certificate to provide more intensive training beyond the current course.

PUSD and PCC will continue to collaborate with the Flintridge Center to create a pathway to meaningful careers in the construction Trades. The ultimate goal is to provide key courses, experiences and skills to successfully apply for union apprenticeships.

The noncredit curriculum includes construction math, experience with tools, basic job safety, and an introduction to blueprints and rigging. Employability skills such as resume writing, interview techniques and good work habits are covered. There are also presentations by contractors and union representatives, and field trips to apprenticeship training centers, construction sites and a LEED certified (green) building. The guest speakers and field trips inspire the students to envision their future in succeeding as journey workers in the Trades.

Key support from the Flintridge Center covers OSHA training for PCC faculty, construction site visitations, mock employment interviews, assisting students with application processes for employment in unions, and job placement assistance. Trades discussions, site visits and apprenticeships/job referrals are provided by:

Businesses

B&P Painting, Inc
Clark Construction
Morley Builders & Benchmark Co.
J. L. Moseley Company, Inc.
Charles Pankow Builders, Ltd.
Sares-Regis Group/Regis Contractors, LP
TM Constructors, Inc.

Local Unions

Brickmasons Apprenticeship Training Trust
Carpenters Training Center
Cement Masons Union Local 600
Heat and Frost Insulators & Allied Workers Training Facility Local 5
IBEW/NECA
Ironworkers Local Union 416
Labor Management Trust, UA Locals
Laborers International Union of North America Local 300
Laborers Training Center
National Elevator Industry Education Program Local 18
Operating Engineers Training Trust Local 12
Painters & Allied Trades District Council 36-Floorlayers
Plasterers Local 200
Sheet Metal Workers Local 105 Apprenticeship and Training Center
Southern California Plumbing & Piping Industry Compton Training Center
Tile Marble Terrazzo Local 18

8. Jackie Robinson Center

PCC has a long-standing collaboration with the Jackie Robinson Center. The Center is a multi-purpose social services delivery center that provides assistance to culturally, economically, and socially diverse population in the Northwest area of Pasadena. The Center is named after a prominent African American leader, Jackie Robinson.

Services provided by the Center include:

- Educational Programs (GED and tutoring)
- Health Services
- Cultural Activities
- Senior Advocacy
- Gatekeeper Program for the frail elderly and disabled

Currently, the Noncredit Division offers parent education and courses for older adults at the Center but will expand its offerings to expand its educational programs in the area of GED.

9. Learning works! Charter School

Learning Works defines its mission as follows:

“The students we serve would inaccurately be called “at-risk” students. They are “in crisis” students who have already demonstrated a behavior or condition that exceeds “at-risk” such as becoming pregnant or entering the juvenile delinquency system or even dropping out of school. Our intent is to increase learning opportunities for underserved, disengaged students by providing students and parents with a public school alternative for a student population without a viable choice today. We believe all youth in our community need a high school diploma.” Their target population includes:

- In-school and out-of-school dropouts.
- Probation youth who are credit-deficient.
- Students who are expelled from PUSD.
- Pregnant teens/teen mother students.
- Non-passing CAHSEE students who did not graduate; and
- Students ages 18-20 who wish to return to school to receive a high school diploma

PAC activities will support the students who graduate or attend Learning Works Charter School and provide transition support as needed and requested.

10. Los Angeles County Office of Education (LACOE)

LACOE is the nation’s largest regional education agency supporting 80 public school districts and numerous other agencies in ensuring educational excellence for the region’s two million preschool and school-age children.

PUSD and LACOE work closely and resources are available in LACOE that may be availed upon as needed.

PCC’s Noncredit Division has also recently begun collaboration with the LACOE GAIN Division. The GAIN is a part of a large-scale, welfare-to-work initiative called Greater Avenues for Independence that operates in every county in California. The LACOE Gain Divisions serves local businesses and employers by assisting them with finding quality workers who are seeking opportunities for meaningful employment. Their program participants are those in the California Work Opportunities and Responsibility to Kids

(CalWORKS) or the General Relief Opportunities for Work (GROW).

Several GAIN participants are enrolled in the PCC's Noncredit Division Pre-Apprenticeship Preparation course. Other possible collaborations include offering General Educational Development (GED) courses for GAIN participants.

11. Pasadena Chamber of Commerce

The Chamber is a robust and thriving entity in the City of Pasadena. The website identifies its vision as follows:

“Since its founding as the Board of Trades in 1888, the Pasadena Chamber of Commerce and Civic Association has played a major role in the development of our internationally renowned city. In the 21st century, the Chamber's primary purpose remains supporting the prosperity of our members and enhancing of the business climate and quality of life in Pasadena, California. The Pasadena Chamber effectively supports our members through referrals, expert advice and technical assistance, workshops and seminars, networking and community events. The Chamber also advocates aggressively on behalf of business interests and our economy.”

The membership of the Pasadena Chamber of Commerce is diverse with many multi-national corporations as members in the areas of banking, education, healthcare, hospitality, telecommunications, biotechnology, finance, advertising and design. The Chamber also includes retail, medical and professional service providers.

The goals of the Chamber mirror those of AB 86 with a focus on providing members with Economic and Business, and Workforce Development expertise. The Chamber also sponsors opportunities for its members to interact with decision-makers at all levels. In addition, Chamber leadership meets regularly with political and staff leadership from Pasadena, Los Angeles County, the State of California and the Federal government. The Chamber also interacts with Trades delegates and industry representatives from local, national and international companies.

PAB will engage actively with the Chamber to get guidance and support on the work that will be designed for community support of the adults in the program. It is imperative that the Chamber and its members support the transition of adults to the job market within the community to increase employment and reduce untrained workforce.

Certification courses will be developed in direct response to the needs identified by the Chamber and the Pasadena WIB. Support of the Chamber to enhance the quality of programs both within PCC and the community job internships and apprenticeships will be needed.

12. Pasadena Community Job Center/National Day Laborer Organization Network

A new collaboration includes the Pasadena Community Job Center. The Job Center is a resource for day laborers looking for employments and for community members

needing a temporary workforce. The Job Center connects members with the community such as residential customers and small business owners, with other members of the community such as skilled, hard working day laborers (gardeners, roofers, carpenters, child and elderly care workers, and housekeeping workers).

The Pasadena Community Job Center also interfaces with the National Day Laborer Organization Network. The Network's goal is to improve the lives of day laborers to earn a living, contribute to society and integrate into the community.

The new collaboration includes offering English as a Second Language courses at the Pasadena Community Job Center and future Vocational ESL (VESL) certificate programs in:

- *VESL: Green Construction*
- *VESL: Green Housekeeping*
- *VESL: Green Gardening and Landscaping*
- *VESL: Healthcare*
- *VESL: Child Care Provider*

Once day laborers achieve their certificates, they will be encouraged to continue to enhance their English skills and hopefully enter other noncredit short-term certificate programs such as:

- *Pre-Apprenticeship in Building Trades and Construction Industry*
- *Child Care Provider*
- *Family Home Day Care Provider*
- *Family Home Day Care Provider-Bilingual*
- *Personal Care Attendant*

By expanding their English skills and technical skills, this will enable these individuals to increase their wages.

13. Rosemead Chamber of Commerce

In an effort to continue its commitment to "providing access to higher education for members of the diverse communities with the District area, PCC has created a satellite site in the city of Rosemead called PCC Rosemead. This is a full service site that offers general education courses leading to degrees and transfer. The Noncredit Division recently added noncredit ESL and parent education courses due to high demand.

As a result of this new site, PCC has become involved in the Rosemead Chamber of Commerce whose goal is to "foster the growth of the business and professional community; enhancing the quality of life in Rosemead".

PCC is currently conducting a community needs assessment to determine future courses offerings. The Rosemead Chamber of Commerce has agreed to survey its membership to determine future courses offerings and programs for PCC Rosemead.

This new collaboration will hopefully lead to partnerships with key businesses in the area that may lead to job or internships opportunities for adult students pursuing noncredit short-term CTE certificates that may match local business needs.

14. St. Elizabeth Catholic Church

PCC's Noncredit Division has recently developed a relationship with St. Elizabeth Catholic Church to provide ESL and citizenship courses to members of the Church. The Church has instructional classrooms on site that will be leased to PCC at no cost.

15. Women at Work Resource Center

Women at Work is currently the only non-government bilingual (English/Spanish) career and job resource center serving Los Angeles County. Key components include:

- Advocacy for issues that affect women at work;
- Access to services for individuals from varying economic, education, and ethnic backgrounds; and
- Job Club (to discuss employment trends, exchange ideas and provide support; to women.

The Pasadena Area Consortium will continue to collaborate with Woman at Work to provide workshops and job services to students.

16. WorkAbilityl (WAI) Training Program

PUSD will utilize its WAI program funded by the California Department of Education to promote the transition of students to PCC's Noncredit Division. WAI serves to promote the involvement of key stakeholders including students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in successful students' transition to employment and lifelong learning.

WIA is a training program for special education students ages 16 -22. It is designed to promote career awareness and exploration while students complete their secondary education. Key services include:

- Providing students with opportunities for paid and non-paid experiences, and ongoing support and guidance from a job coach while participating in a WIA Program;
- Provides pre-employment skills training, work site training and follow-up services for youth in special education who are making the transition from school to work;
- Offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills;
- Benefits students, employers and community at large by building lasting, working partnerships and
- Seeks employers in the business community who will give students with special needs a chance to prove themselves.

B. Identify current engagement strategies and describe how these strategies leverage regional structures.

The members of PCC and PUSD planning team will engage business and industry partners through the PAC Advisory Board. The board will include representatives from various regional and City of Pasadena organizations. The Board's main responsibility will be to align the resources and coordinate the services with the various regional resource providers. Both the Pasadena and Rosemead Chambers effectively supports members through referrals, expert advice and technical assistance, workshops and seminars, networking and community events. The Chambers also advocates aggressively on behalf of business interests and the economy and will serve as a point of contact in the consortium.

PCC's Noncredit Division already has a longstanding relationship with the FWIB. Staff and counselors refer noncredit students to the *One Stop Career Center*. The Center offers an array of workforce development programs to serve both job seekers and employers. The PAC will continue to work with the FWIB and continue to utilize its services to support adult learners.

The *Flintridge Center* offers apprenticeship support services for adults and other key support services that include OSHA training, construction site visitations, mock employment interviews, assisting their participants with application processes for employment in unions, and job placement assistance. PUSD and PCC will continue to collaborate with the Flintridge Center to create a pathway to meaningful careers in the construction Trades. The ultimate goal is to provide key courses, experiences and skills to successfully apply for union apprenticeships.

The *Pasadena Community Job Center* also interfaces with the National Day Laborer Organization Network. The Network's goal is to improve the lives of day laborers to earn a living, contribute to society and integrate into the community and working with both these organizations through the Advisory Board will create an alignment for adult students when they wish to apply for a job or an apprenticeship position.

The PAC Advisory Board will continue to collaborate with *Woman at Work* to provide workshops and job services to students which is a current practice. By aligning this partnership along with the other regional partners, female students from the Twilight School will receive additional support. Similarly the Board will reach out to students in PUSD and *Learning Works!* to support the transition to PCC noncredit options and certification courses for job readiness.

Within this structure established by the Consortium and the Advisory Board, members will be represented who will join the consortium to harness resources within the region and to design structure that utilize existing regional resources. Since the members on the Advisory Board represent varied resources, the consortium will be well positioned to respond to the regional economic needs.

California Career Pathways Trust Consortia has been a result of the grants received by PCC to support K-12 transition to college and career options in the PCC credit division. The partnership includes a detailed Work Based Learning (WBL) Plan that includes linkages to businesses, to develop work-based learning opportunities and curriculum. The AB 86 partnership between PUSD and Noncredit Division can easily be aligned to the Career Pathways partnership in these efforts:

- PCC Career Technical Education
- PUSD College & Career Pathways:
- Los Angeles County Office of Education, Regional Occupation Program (ROP)
- Foothill Workforce Investment Board
- Pasadena Chamber of Commerce
- Ideal Youth and other nonprofits

In order to continue with the collaborative efforts within the regional consortia members, the partners will continue to support the efforts of *Collaborate Pasadena*, which is an initiative defined as follows: In February 2014, the Pasadena City Council and the PUSD Board of Education agreed to move forward with this effort to create a “School/City/Community” organizing structure for leveraging and aligning community resources such as nonprofits, businesses, faith-based, coalitions, student and parent groups in support of shared goals.

As these shared goals involve ensuring that families live in an economically stable environment, in which students graduate ready for college and career, the effort has and will continue to provide support for facilitating communication and collaboration, including a joint City and PUSD website and assisting the Regional Consortium staff to convene meetings with relevant city, other public and community-based agency staff providing key services such as the San Gabriel Valley Literacy Council, Pasadena and Altadena Public Libraries

The consortium’s practice is to begin by focusing on its assets can be improved. The consortium's main asset to strengthen the adult program services is the number of organizations that are currently involved in providing services within the community and their long-standing commitment to the city. Pasadena Unified School District currently serves over 65 % of socio-economically disadvantaged students (as indicated by Free and Reduced Lunch data). Clusters of communities acting as regions are large enough to provide numerous services yet small enough to allow for the close interactions among people, firms, and organizations required to innovate and ultimately support adult success in the community.

The consortium will therefore align the services of these various organizations and reduce duplication of efforts. PUSD has become a certified GED testing center and will be the only entity to provide the GED certificates. PCC’s Noncredit Division will offer noncredit ESL courses to support parents of English Language Learners. Many of the non-graduates in the school districts are adults over 18 years and will benefit from completing the diploma before leaving the district. If they leave the District and do not

complete a high school diploma, those students will be referred to PCC's Noncredit Division Adult High School Diploma Program or GED preparation courses.

The PCC and PUSD consortium will focus on building pathways that will align adult basic skills learners, and the college and career plans beyond high school. By identifying certificate programs offered in PCC's Noncredit Division program. PUSD will develop the course offerings that can prepare adult learners, and design their pathway to workforce readiness via PCC's credit and noncredit programs.

Table 7.1 Leverage of Existing Regional Structures from Partners

Table 7.1 Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Ability First, Pasadena	Program Area 3	Training for Adult Students in Special Needs programs, many of whom are from the PALS program at PUSD	PCC and PUSD	1. Instructional space to offer DSPTS courses and certificates 2. Participate in PAC Advisory Board	Fall 2015
Flintridge Center, Pasadena	Program Areas 4 and 5	Opportunities for Apprenticeships	PCC and PUSD	1. Access to Labor Unions 2. Transportation to construction sites 3. Guest speakers to address soft skills for employment in the building and construction Trades 4. Student materials for Pre-Apprenticeship in Building and Construction certificate courses 5. Staff to conduct mock interviews 6. Participate PAC Advisory Board	Fall 2015
Learning Works!	Program Areas 1-5	Opportunities to provide transition services to the students to noncredit certification, and transfer to for credit departments; work with	PCC and PUSD	1. Service for adults 2. Service for non-graduates and drop-outs 3. Service for pregnant minors	Fall 2015
Pasadena Chamber of Commerce	Program Areas 1-5	Will formalize the consortium's efforts by aligning the tasks to be achieved in regards to job placement and apprenticeship with local and new businesses in the City of Pasadena	PCC and PUSD	1. Participate in PAC Advisory Board 2. Participate in job fair 3. Provide incentives for industries to hire adult trained students	Fall 2015
Pasadena Community Labor Center	Program Area 2	Will support the addition of apprenticeship and job shadowing options,, along with job placement for adults who reside within the City of Pasadena	PCC and PUSD	1. Instructional space to offer ESL and VESL courses and certificates	Spring 2015

Pasadena Unified School District	Program Areas 1 - 5	As a consortium partner, design the services to be provided in Twilight school to support adults students within PUSD	PCC	1. Instructional space to offer PAC courses and certificates	Spring 2015
Rosemead Chamber of Commerce	Programs Areas 1 - 5	Will formalize the consortium's efforts by aligning the tasks to be achieved in regards to job placement and apprenticeship with local and new businesses in the City of Pasadena	PCC	1. Participate in PAC Advisory Board; 2. Participate in job fair 3. Provide incentives for industries to hire adult trained students	Spring 2015
Saint Elizabeth Church, Pasadena	Program Area 2	Opportunities for VESL and Citizenship courses	PCC and PUSD	1. Instructional space to offer ESL and Citizenship courses	Spring 2015
Foothill Vocational Opportunity (FVO)	Program Area 3	Training for Adult Students in Special Needs programs, many of whom are from the PALS program at PUSD	PCC and PUSD	1. Instructional space to offer DSPTS courses and certificates 2. Employer referrals	Fall 2015

APPENDIX A

Table 8.0 Implementation Budget Summary Table

TABLE 8.0 BUDGET SUMMARY				
Objective	PCC	PUSD	PAC (Combined Professional Development)	PAC GRAND TOTAL
#3	\$843,000	\$172,000		
#4	\$458,000 \$844,000 \$292,500 \$361,000 \$231,000	\$175,000 \$83,000 \$171,000 \$73,000 \$14,000		
#5	\$199,000	\$405,000		
\$6			\$95,000 \$242,000	
TOTALS	\$3,228,500	\$1,093,000	\$337,000	\$4,658,500

APPENDIX B – ADDENDUM

UPDATE ON PASADENA AREA CONSORTIUM ADVISORY BOARD

The Pasadena Area Consortium has organized and held its first Advisory Board meeting on February 19, 2015. It has now formalized the Advisory Board with the following regional partners:

City of Pasadena
CVS Health
Homeboy industries
East Los Angeles Regional Center
Flintridge Center
Foothill Vocational Solutions
Foothill Workforce Investment Board
Homeboy Industries
Let's Read, Altadena! Altadena Library Literacy Program
Los Angeles County Office of Education (LACOE)
Mother's Club Family Center
National Day Laborer Organization Network
Pasadena Chamber of Commerce
Pasadena Community Job Center
Pasadena Educational Foundation
Pasadena Public Library
Women at Work Resource Center

New members added to the Pasadena Area Consortium Advisory Board include the following regional partners that were not included in the previous planning grant updates.

CVS Health

CVS Health will participate on the Pasadena Area Consortium Advisory Board with a focus on the WorkAbility I and CVS Caremark program. The partnership will focus on re-employment skills, worksite training, and follow-up services for adults with disabilities. Additional collaborations will include exploration of workplace learning, including job shadowing, unpaid externships, virtual and group experiences, and part-time and/or summer employment for qualified applicants at CVS stores.

East Los Angeles Regional Center

The East Los Angeles Regional Center is one California's 21 Regional Centers that provide specialized services for people with developmental disabilities. Services include

- Assessment and Evaluation
- Information and Referrals
- Lifelong Support
- Health Maintenance and Wellness
- Training and Resource Development

- Advocacy
- Program Evaluation and Maintenance
- Public Education
- Developmental Center/Community Placement
- Early Intervention and Family Support
- Infant Development and Pre-School
- Adult Day Programs
- Residential Placement
- Independent Skills Training
- Employment Programs

Homeboy Industries

Homeboy Industries is a Los Angeles based organization serving former gang members. It is one of the largest gang intervention, rehabilitation, and re-entry programs in the country. The organization offers educational programs, therapy, tattoo removal, substance abuse treatment, legal assistance, and job placement services. They also offer six different social enterprise businesses where trainees can receive job training so they may have key workforce preparation skills.

Pasadena Educational Foundation

The Pasadena Educational Foundation provides community support and resources for students of the PUSD. It awards grants to community agencies that support education. It provides professional grant application services for PUSD for government grants, and enhanced support for PUSD teachers and programs.

Pasadena Public Library

The Pasadena Public Library offers a wide range of services beyond the traditional loaning of books and other materials. These services include:

- Circulation (Customer Service)
- Small business services
- Services to teachers
- Accessibility services
- Pasadena Reads (literacy program)
- Homeschool collection
- Computers at the library
- Copy center
- Jobs and Career
- Services by Branch

The Pasadena Area Consortium Advisory Board responsibilities include the following:

- 1) Attend at least two of four meetings per year;
- 2) Contribute expertise and thinking to the current and future work of the Advisory Board;

- 3) Be available for four to five telephone calls each year from staff seeking advice
- 4) Allow the Pasadena Area Consortium to publish regional partner names as a member of the Advisory Board; and
- 5) Participate in one of four workgroups.



PASADENA AREA CONSORTIUM

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Pasadena Unified School District

Regional Partners

City of Pasadena
CVS Health
Homeboy Industries
East Los Angeles Regional Center
Flintridge Center
Foothill Vocational Solutions
Foothill Workforce Investment Board
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Let's Read, Altadena! Altadena Library Literacy Program
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Mother's Club Family Center
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Pasadena Chamber of Commerce
Pasadena Community Job Center
Pasadena Educational Foundation
Pasadena Public Library
Women at Work Resource Center

Program Area Work Groups (options)

- 1) **Elementary and secondary basic skills, including classes required for an adult high school diploma or high school equivalency certificate**
PUSD Twilight School faculty
PCC Adult High School Diploma, GED, ABE faculty
Altadena Library
Pasadena Public Library

- 2) **Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills**
PCC Noncredit ESL and VESL Program faculty
PUSD DLAC
Mother's Club Family Center
Pasadena Community Job Center

National Day Laborer Organization Network

3) Education programs for adults with disabilities

PCC DSPS
PUSD PALS
CVS Health
Foothill Vocational Solutions
East Los Regional Center

4) Short-term career technical education programs with high employment potential

PUSD
PCC Credit and Noncredit CTE
City of Pasadena
Foothill Workforce Investment Board
Pasadena Chamber of Commerce
Women at Work

Programs for apprentices

PUSD
Homeboy Industries
Los Angeles County Office of Education
PCC Pre-Apprenticeship in Building Trades and Construction Industry Program
Flintridge Center Apprenticeship Preparation Program