



## AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

### Section 1: Consortium Information

<b>1.1 Consortium Planning Grant Number:</b>	15-328-041
<b>1.2 Consortium Name:</b>	Pasadena Area Consortium
<b>1.3 Primary Contact Name:</b>	Dr. Ofelia R. Arellano
<b>1.4 Primary Contact Email:</b>	orarellano@pasadena.edu

### Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

#### **Pasadena Area Consortium Vision**

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

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

- Adult learners will earn a certificate that prepares them to work in a high demand career;
- Adult learners 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 milestones and clear destinations;
- Adult learners will increase their abilities and opportunities for advancement in their chosen careers;
- Adult learners 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 learners with disabilities will increase their transition to noncredit, credit and the

workforce.

- Adult ESL learners will increase English language acquisition skills leading to certification and higher proficiency;
- Adult ESL learners will increase English language acquisition skills leading to certificates and higher proficiency; and
- Adult immigrant learners will be prepared for the citizenship examination after completing citizenship courses.

#### **A. Organizational Structure and Member Organizations**

The Pasadena Area Community College District (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. In October 2014, one new member was added: Temple City Unified School District.

This consortium has historical significance since 1979, PCC, 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 an adult education program (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 at 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 an alternate high school diploma program and GED courses. It is extending 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 ten fully implemented Pathways at five high schools that can be used to build capacity for the adult learner. By creating a

partnership with PUSD, PCC is working on creating a clear pathway that creates a bridge to college transition and workforce ready certifications within a standardized framework.

In order to better coordinate consortium efforts and prepare required biannual reports including budget updates, the Pasadena Area Consortium will hire an AEBG Project Coordinator.

## **B. Partner Organizations**

PCC recognizes that key partners are needed to support adult learners. Therefore, it created the Pasadena Area Consortium Advisory Board that includes key community stakeholders to better serve adult learners. Key partners include, but are not limited to, the following:

- **Foothill Workforce Investment Board (FWIB):** goal is to align resources, coursework, certifications and opportunities for adults, including career exploration and work-based learning.
- **Frank D. Lanterman Regional Center:** Key referral system for both PCC and PUSD in the area of employment for adults with disabilities.
- **FVO Solutions, Inc.:** Nonprofit social enterprise that offers customized employment for adults with disabilities. New *Workforce Readiness for Developmentally Disabled Adults certificate program* developed through AB 86 planning funds now offered to FVO employees.
- **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, GED preparation courses, and new certificate programs developed through AB 86 planning funds.
- **Pasadena Community Job Center and National Day Laborer Organization Network:** Collaboration to offer ESL, citizenship and new Vocational ESL (VESL) programs created through AB 86 planning funds to day laborers in the areas of construction and housekeeping to enhance employment opportunities.
- **Villa Parke Community Center, City of Pasadena:** Center provides information and referral services regarding unemployment, housing, health services, and senior issues to local residents. Collaboration now includes offering ESL courses and the new *Computer Keyboarding-Bilingual* program for Spanish-speaking residents developed through AB 86 planning funds.
- **Peace over Violence:** Support program to victims of domestic violence. Collaboration includes offering instructional programs to participants such as the *Introduction: How to Start a Small Business-Bilingual* program developed through AB 86 planning funds to women interested in becoming self-sufficient entrepreneurs.

## **C. Shared Leadership Strategies**

The PCC team is represented by Dr. Robert Bell, Senior Vice President/Assistant Superintendent of Academic and Student Affairs, provides the primary oversight of the project and serves as the fiscal agent contact. He is supported by Dr. Ofelia R. Arellano, Dean, Academic Affairs, AEBG project lead.

The PUSD team is represented by Dr. Brian McDonald, Superintendent, Mr. Jack Loos, Principal of Alternative Education, and Ms. Shigeko Williams, Counselor of the adult programs.

Both teams have been actively engaged in designing the articulation 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 of articulation plans for ongoing adjustments to the existing policies and practices.

This past September 2015, the PAC added Temple City Unified School District (TCUSD) as a new member. Preliminary meetings have occurred to begin to formalize how TCUSD will be folded into future planning for 2016-2017 and subsequent years. Preliminary plans include building capacity in the Adult Secondary Education and English as a Second Language areas. The representative for TCUSD is Mr. Chris Sewell, Principal of the Dr. Doug Sears Learning Center.

#### **D. Description Planning Process**

Representatives from PCC credit programs and PUSD began meeting regularly last year. Three meetings were held with the Pasadena Area Consortium Advisory Board. 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.

Future planning will be more comprehensive to include TCUSD in assessing goals and objectives to align with future resource allocations for 2016-2017.

#### **E. Description of Teacher and Faculty Involvement**

##### *Communication of AB 86 to PCC College Community*

Numerous meetings were held with staff and faculty to present the goals and objectives of AB 86 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 to ensure alignment of noncredit short-term CTE courses with credit CTE programs for a seamless transition of students from noncredit to credit.

### *AB 86 Curricular Redesign Meetings*

Additional workshops were held to review the process for accepting new or curricula redesign proposals from counseling and instructional faculty to address those gaps in the five key program areas.

### *Technical Training in Curriculum Development*

Noncredit Division faculty had 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. As a result, 86 new courses and 26 short-term programs were created through AB 86 planning funds.

### **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.

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 an effort to use this grant to build communication opportunities and to educate students and adults about the adult education options in PUSD, PCC, and community-based organizations. It is obvious that in order to coordinate the efforts of multiple community organizations, the current existing services at PCC and the Twilight School, the consortium must develop informative and linguistically accessible materials, including brochures and a dedicated job training information website that would serve to inform all residents within the city of Pasadena. Information will be available at key Pasadena Area Consortium school/college facilities. Appropriate trainings of all support staff would include a deep understanding of the various resources and their availability to the clients.

PUSD will expand its outreach for consortium offerings, particularly through its existing parent networks and offices of Language Assessment and Development and Special Education. As part of the annual process of surveying parent needs through K-12 School Site Councils and English Language Advisory Councils, PUSD parents have and will continue to provide input on the types of classes they would find most beneficial as well as information concerning times locations, and frequency of courses that would best suit their needs, particularly those of working parents. We are also working to increase the communication to and the understanding of program options for parents of adults with disabilities.

TCUSD is also working on mechanisms to enhance communication related to the Adult Education Block Grant in terms of future planning for 2016-2017.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.**

**NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):**

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

**2.2a Objective #1:** An updated 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).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

**IMPLEMENTATION UPDATES:**

1. ***Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.***

- An Adult Basic Education (ABE) program was created with the AB 86 planning funds to support adult learners with less than a ninth grade education. If students complete the Mathematics and Language Arts courses, they will earn a Certificate of Competency. PCC's Noncredit Division began offering the ABE program this fall 2014.
- In order to assist students with the General Education Development (GED) Exam, two new GED preparation programs were developed through the AB 86 planning funds that include the GED Preparation Program-Bilingual for individuals wishing to take the Spanish GED Exam. PCC's Noncredit Division began offering the GED programs this fall 2014. Students completing the four preparation courses will earn a Certificate of Competency. Both the GED and ABE are being offered in collaboration with Los Angeles County Office of Education (LACOE) to support their GAIN and GROW participants. PUSD now houses the GED Test Center for the Pasadena area. PUSD is enhancing its GED testing services at the Pasadena GED Test Center, including HISET and other support services.
- The PCC Noncredit Division has created a **GED Ready! Project** facilitated by two Academic Coaches that includes one in Spanish-GED program to create workshops to provide additional instructional support to ensure students are gaining the sufficient knowledge and skills needing to successfully pass the GED Exam.
- The PCC Noncredit will utilize PCC Foundation resources to create a scholarship for students who need to re-test but cannot afford the GED re-test fees.
- In order to provide additional support for student success, the PCC Noncredit Division implemented an **Early Alert Program** that includes a faculty AHSD liaison, student assistants and counselors to provide early intervention to students needing assistance. The program includes the ABE, GED and Adult High School Diploma (AHSD) Program students.
- AHSD faculty is meeting to design new online/hybrid courses in English, Math, U.S. History, Government or Economics to accelerate working adult learner's completion of the diploma program. This project is in collaboration with the Distance Education Office. The Associate Dean and credit faculty will "train the trainers" to allow noncredit faculty to train other faculty on this new curriculum and teaching modality.
- In order to address enrollment timelines and wait lists for adults needing secondary and basic skills classes, Twilight School at PUSD is available to bridge this gap.
- A **GO MATH! Summer Academy** is under development by faculty in the areas of ABE, GED and AHSD. The goal is to provide an intensive summer program to prepare students to either enter or continue with their math requirements. An additional component includes an "Early College" component that will also include a **GO MATH! College for Kids Summer Academy** for children of adult learners who participate in the Summer Academy to expose them to math.
- TCUSD is creating its plan to build capacity in this area related to their Adult High School Program.

**2. Programs for immigrants in citizenship, ESL, and workforce preparation.**

- Three new courses developed through the AB 86 planning funds and are now offered to assist immigrants such as Citizenship, Spanish Literacy for Native Spanish Speakers, and English for the Written Driver's Test.
- In collaboration with the National Day Laborer Organizing Network and the Pasadena Community Job Center, several Vocational ESL (VESL) programs are now offered to day laborers such as in the area of Green Construction and Green Housekeeping to enhance employment opportunities. Other VESL programs created with AB 86 planning funds include VESL Childcare, Healthcare, and Green Gardening and Landscaping. Students who complete these programs qualify for a Certificate of Competency.
- A new Workforce Preparation program was created utilizing AB 86 planning funds that will be offered to Foothill Workforce Investment Board/EDD clients. The new courses focus on professional skills ("soft skills").
- TCUSD and PUSD are drafting plans to building capacity in this area for 2016-2017.

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

- The Pasadena Area Consortium is actively meeting with the Foothill Workforce Investment Board to collaborate in their Older Worker's Program to address this new area. PCC's Noncredit Division faculty is proposing new courses to support this area. It is also exploring housing a "One Stop Affiliate" extension to provide employment services at the Community Education Center which houses the majority of noncredit programs.
- Noncredit business faculty has formed the BUSN/Older Adults in the Workforce Workgroup to address curricular needs in this new area.
- A *Technology for Older Adults* certificate is under development.
- *Nonprofit Management for Older/Reentry Adults* certificate is under development.

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

- PCC and PUSD are collaborating to collaborate in creating training opportunities for PUSD parents to support their children.
- PUSD will build capacity in this area and develop new courses in this area.
- A new ESL Family Literacy program was created with AB 86 planning funds to assist English Language Learner parents with contextualized English learning skills in areas such as helping children with homework, importance of school attendance, and understanding college requirements and financial aid.

**5. Programs for adult with disabilities.**

- New courses were created using AB 86 planning funds; *Workforce Readiness and College and Career Success for Adults with Disabilities*.



- A new certificate program was created called *Workforce Readiness for Developmentally Disabled Adults*.
- Additional courses and programs are being developed to address this area. Courses will be designed for adults with developmental disabilities as they relate to transferring to independent living. Focus of this certificate is on health and safety, personal hygiene and grooming, self-advocacy, budgeting and banking skills, household skills, and social interaction and conversation skills necessary for independent living and integration into the community.
- In partnership with PUSD and FVO, Inc., an internship program was created (***Project Search***) to provide on-the job workforce readiness skills for adults with disabilities. This partnership is with PUSD and Lanterman Regional Center. The goal will be to expand internship opportunities.
- A full-time DSPS Counselor is being hired to support an increasing noncredit DSPS student population as a direct result of the collaboration with PUSD.
- Extending outreach to prior participants of PUSD's Pasadena Adult Living Skills (PALS) who are over 22 years of age who wish to transition to PCC's Noncredit Division.
- Exploring expanded partnership with Lanterman Regional Center

**6. Programs in career technical education that are short term in nature with high employment potential.**

- Twenty-six new short-term CTE programs were created utilizing AB 86 planning funds. These programs are now being offered to adult learners. Students who complete the required program courses successfully will earn Certificates of Completion.
- Recognizing that there is still a gap in the providing short-term CTE programs, four additional programs are being evaluated for development such as *Green Gardener*, and Introduction to *Hospitality and Safety and Environmental Management*.
- Credit Health Sciences faculty are providing technical support and creating a new noncredit *Introduction to Health Professions* certificate
- Noncredit business faculty and credit business faculty are collaborating to explore accelerating noncredit business students to credit BIT programs. An articulation agreement is being designed for approval.
- PCC and PUSD continue to collaborate on enhancing career pathways and establishing opportunities for dual and concurrent enrollment in PCC's Noncredit Division. The focus this year has been on building a bridge between PUSD's Career Technical Education Building/Design/Construction and Health Pathways and PCC's Noncredit Division.

**2.2b Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school

diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

#### **A. Pasadena Local Regional Economy**

**General Population:** 234,509 (Between 2000-2014 individuals 55-64 accounted for the largest population growth from 8 – 11.8 percent; greatest decline was ages 5 – 20 decreasing from 19.9 to 17.2 percent)

**Age:** Median age is 38.4

**Ethnicity:**

- Latino: 34.1%
- Asian: 14.8%
- African American: 9.1%
- White: 38.5%
- American Indian: 0.2%
- Other: 3.3%

**Median Home Cost:** \$620,000

**Median Household Income:** \$63,181

**K-12 Public School Enrollment:** 16,557 (K-12 public school enrollment decreased by 7.1 percent)

**Jobs:** Education/Health jobs increased from 26.9 to 30.9 percent and manufacturing jobs increased by 46.3 percent)

*(Information provided by the Southern California Association of Governments, May 2015)*

#### **B. Pasadena Unified School District**

K-12 Public School Enrollment - 18,586

(2014-15, California Department of Education, includes chartered schools)

**Student Enrollment**

- African American: 14%
- American Indian/Alaska Native: 0.4%
- Asian/Asian American: 4.7%
- Filipino: 1.8%
- Hispanic/Latino: 58.3%
- Native Hawaiian/Pacific Islander: 0.2%
- White: 17.3%
- Multiracial: 2.2%
- Decline to State: 1.1%

Number and Percentage of Students Identified as English Learners: 3,750 (20.2%)  
Number and Percentage of Students on Free and Reduced Lunch Program - 12,284 (66.1%)

### **C. New Member Information**

#### **Temple City Unified School District**

2015 K-12 Enrollments: 5,593

- **Student Ethnicity:**
  - African American: 0.5%
  - American Indian/Alaska Native: 0.2%
  - Asian/Asian American: 63.7%
  - Filipino: 1.5%
  - Hispanic/Latino: 20.9%
  - Native Hawaiian/Pacific Islander: 10.4%
  - White: 10.4%
  - Multiracial: 2.7%
- Percentage of Students Identified as English Learners: 1,301 (21.9%)

### **D. Updated Data for the Pasadena Area Consortium**

- Adult Population – 18 years and older: 327,689
- Educational Attainment (No High School Diploma): 39,445
- High School Graduate: 40,876
- Some College: 50,504
- Employment (Unemployed Adults): 13,162
- Poverty (Household): 26,396
- Illiteracy: 34,909
- Adult Literacy (7<sup>th</sup> Grade Education Level): 19,996
- ESL (the ability to speak English): 44,961

## **Data Analysis**

### **PCC**

PCC's Noncredit Division could not meet demand for course offerings this fall 2014 in the following areas. Although closed with large waitlists, noncredit faculty did accommodate some students.

Example of courses:

- Adult Basic Education (Language Arts)
- Adult High School Diploma (Writing, U.S. History, Government, Economics, Math, Chemistry)
- Business (Bilingual Computer Keyboarding, Excel, Windows)
- ESL (Literacy, Levels 1 – 5)
- GED (Language Arts, Math, Social Studies, Science preparation courses)
- Citizenship
- English for Written Driver's Test

<b>Program Area</b>	<b>AY 2014-2105</b>
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Adult Education (ABE, ASE, Basic Skills)	4,667
English as a Second Language	3,635
Adults in the workforce	0
Adults training to support child school success	0
Adults with Disabilities	17
Careers and Technical Education	630
Pre-Apprenticeship Training	0

**PUSD**

PUSD-Enrollment in PUSD Adult Support Services and Workshops/Programs 2014-15

Program Area	AY 2014-2105
Adult Education (ABE, ASE, Basic Skills)	84
English as a Second Language	277**
Adults in the workforce	n/a
Adults training to support child school success	540*
Adults with Disabilities	60
Careers and Technical Education	228
Pre-Apprenticeship Training	

\*Parenting, Pre-school, Elementary and Child Growth classes- 540

\*\*Adult programs in English Language/second language, basic skills-157

\*\*Adult workshops for Immigrants, Citizenship, workforce, basic skills-120

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

**2.3a Placement of adults (including but not limited to older adults) seeking education and**

### **workforce services. (REQUIRED)**

The Pasadena Area Consortium has partnered with the Foothill Workforce Investment Board (FWIB) to collaborate with their “*Services for Older Workers*” program provided through the Employment Development Department (EDD). It will utilize some of their existing resources such as:

- *CalJOBS<sup>SM</sup>* – California’s online labor exchange system allows job seekers to easily search for jobs, build résumés, access career resources, gather information on education and training programs, and find qualified candidates for actively recruiting employers. With *CalJOBS<sup>SM</sup>* job seekers can make the choice to seek full-time, temporary, or part-time work.
- Job Search Training Workshops
- Information about the job market and other EDD services.
- Information about supportive services available through other agencies.

The goal is to assist older workers who may encounter or expects to encounter difficulty in obtaining or keeping a job principally due to age.

Another initiative includes becoming a “One Stop Affiliate” with FWIB by offering space at PCC’s Community Education Center to enhance employment services to all adult learners. With this in mind it will mutually share a Job Developer to support adult learners seeking employment.

The PCC Noncredit Division is in the process of hiring a Job Developer to assist with job placements. This individual will work closely with the FWIB/EDD.

### **2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)**

The Pasadena Area Consortium does not have any plans at this time to coordinate any training programs with the Division of Apprenticeship Standards.

PUSD will be exploring / developing Pre-Apprenticeship offerings within Twilight School program with community members and agencies. The areas to be addressed are in the Building/ Construction and Health fields. PUSD will identify and map both horizontal and vertical pathways among the consortium members, and community partners that all lead to improved participation in the workforce. This will lead to creation of formal avenues of communication, points of contact and a process for mutual referral of students between adult education, community college and workforce development agencies. This also creates a method for monitoring student progress.

### **2.3c Programs for adults (including but not limited to older adults) that are primarily**

**designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)**

An ESL Family Literacy program was created utilizing AB 86 planning funds in PCC's Noncredit Division. The goal of this program is to work with PUSD's English Language Learner families to learn about navigating the K-12 system as they learn English in a contextualized format. Topics included in this curriculum include importance of student attendance, helping children with homework, early college exposure and understanding the financial aid process. If students complete the sequence of courses, they will earn a Certificate of Competency.

PUSD currently offers a variety of workshops at various K-12 school sites for parents of elementary and secondary students, many of which are offered bilingually (Spanish/English and Armenian/English). Topics covered include understanding the new Common Core State Standards and how they apply to your student; Making Learning Fun; High School 101; Special Education; How to Deal with Your Teen and other issues related to information that is needed and useful for parents to support their child's education. Further planning and marketing is needed to incorporate new consortium offerings without duplicating existing resources and ensuring that parent education is offered in ways that are accessible for parents, particularly in terms of language, location, time and frequency of sessions.

**2.3d Collection and availability of data. (REQUIRED)**

A semi-annual assessment of the methods and strategies will be conducted by the PAC in collaboration with Pasadena Consortium Advisory Board. 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 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:

- 1) Program Implementation
  - PAC meeting attendance, minutes, outcomes, implementation
  - New course, certificates, short-term courses, workshops developed and offered
  - Pathways developed and implemented
- 2) Faculty Development
  - Workshops
  - Collaborative projects

### 3) 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

Measurement of Student Success will focus on:

- Student satisfaction surveys
- Student persistence
- Student reaches educational goal
- Student continues on an educational pathways to credit
- Student achieves employment or advancement
- Student achieves a diploma and/or certificate

#### **2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)**

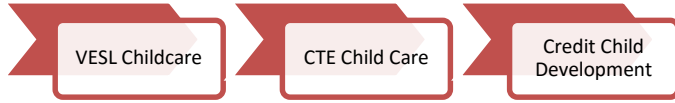
Faculty who teach in noncredit programs will be required to possess minimum qualifications as delineated in Title 5: §53412. *Minimum Qualifications for Instructors of Noncredit courses.*

PUSD Twilight School teachers are single-subject credentialed or multiple subject credentialed teachers in Math, English, Science and Social Science. All have certification, possessing a valid secondary credential.

English as a Second Language workshops are available on a drop-in basis four days per week at PUSD School sites are taught by a credentialed K-12 teacher with a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate.

#### **2.3f Alignment of academic content and curricula (OPTIONAL)**

All curricula developed in noncredit programs focus on creating educational pathways for adult learners. For example, ESL faculty who teach the Vocational ESL (VESL) Childcare program collaborate with faculty teaching the CTE Child Care Provider program. A primary goal of the Child Care Provider program is to also encourage noncredit students to transition to credit Child Development programs. Curriculum covered introduces students to the Child Development field.

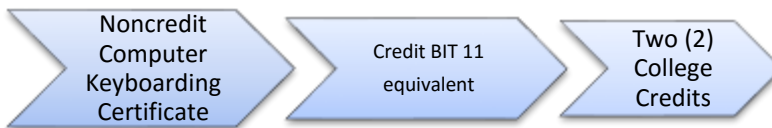


The VESL Childcare faculty and the Family Home Child Care Provider faculty are also collaborating to implement the best practice *I-BEST* into their courses.

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.

The AEBG Project Lead facilitated a meeting with the noncredit Business Office Systems faculty and credit Business Information Technology (BIT) faculty to dialogue regarding pathways from the noncredit Business Office Systems (BOS) program.

Credit BIT faculty has agreed to provide "college credit" (BIT 11) for three of noncredit BUSN courses for students who transition to credit BIT programs. The noncredit full-time faculty will continue to work with credit faculty for an additional articulation agreement for BIT 106. This "acceleration" will reduce the amount of time a student will need to spend completing a credit academic program or CTE programs.



COURSE NUMBER(S)	NONCREDIT COURSE NAME	CREDIT COURSE NUMBER	CREDIT COURSE NAME	UNITS
BUSN 2601-A (36 hours)	Computer Keyboarding-A	BIT 011	Business Document Processing	2 (72 hours)
BUSN 2601-B (54 hours)	Computer Keyboarding-B			
BUSN 7301 (54 hours)	Computer Microsoft Windows Applications			
Total hours = 144 hours				

The Noncredit Division is also collaborating with Health Sciences credit faculty to align noncredit CTE programs such as *Medical Front Office Clerk* and *Personal Care Attendant* that can serve as preparation for credit programs such as Medical Assisting Program and



Certified Nursing Assistant programs.

As part of accelerating health sciences pathways, credit faculty is developing a new *Introduction to Health Professions* program for noncredit students.

PUSD is currently developing academic skill classes to align with CEC Adult Diploma, GED and Adult certificate programs in order to better support student needs. PUSD is also building capacity by aligning CTE curriculum to CEC Adult Certificate programs within the Health Sciences and Building/Construction programs. This will create dual enrollment and concurrent opportunities for students.

These programs will be structured to lead into pre-apprenticeship/apprenticeship opportunities with community members. PUSD is currently working on developing a pathway for DSPS students which would include academic and pre-apprentice opportunities. Through PUSD's Parent University, staff will develop modules/classes to engage families in partnerships and adult learning to assist in their children's education.

### **2.3g Alignment of educational services supported by this grant. (OPTIONAL)**

Temple City Unified School District joined the Pasadena Area Consortium in September 2015. It is now engaging in dialogue regarding alignment of educational support services with PCC.

PCC and PUSD are collaborating to develop a formalized pathway that will address the needs of students with disabilities (until age 22) and create job readiness skills with a primary focus on the PUSD Adult Living Skills Program (PALS).

Planning is in place to transition students with disabilities to the noncredit short-term CTE programs and closely works with other agencies such as the Lanterman Regional Center and FVO Solutions, Inc.

PALS students have transitioned to PCC's Noncredit Division this fall and are benefitting from new courses offered that are appropriate for their needs and skill levels, particularly in the area of workforce readiness.

Section 3: Consortium Member Signature Block

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