AGENDA

Notice: Members of the public may request the opportunity to address the Board regarding any item on the agenda. To do so, please complete a "Request to Address the Board of Trustees" form and give it to the Board Secretary prior to the beginning of the meeting. No public comment cards will be accepted after the start of the meeting. Individual speakers are limited to three minutes; total audience participation on any agenda item is limited to thirty minutes.

I. CALL TO ORDER, ROLL CALL (6:00 P.M.)

II. OPEN SESSION

A. PLEDGE OF ALLEGIANCE

B. WELCOME AND INTRODUCTIONS

C. PUBLIC COMMENT ON NON-AGENDA ITEMS
   The Brown Act prohibits the Board from discussing or taking action on any item not on the agenda.

D. DUAL ENROLLMENT – THE PASADENA ACADEMIC CAREER TRUST (PACT)
   [Interim Superintendent-President Miller and Superintendent McDonald]

E. PCC NORTHWEST – A JOINT PARTNERSHIP BETWEEN PACCD AND PUSD
   [Interim Superintendent-President Miller and Superintendent McDonald]

F. GRANTS UPDATE – CALIFORNIA CAREER PATHWAYS TRUST and AB86 ADULT EDUCATION
   [Interim Superintendent-President Miller and Superintendent McDonald]

III. ADJOURNMENT

Pasadena City College and Creveling Lounge are wheelchair accessible. Reasonable accommodation services are available when requests are made by 4:00 pm of the Monday before the Board meeting. Please contact Mary Thompson at 626.585.7202 if you need assistance in order to participate in a public meeting or if you need agenda and public documents modified as required by the Americans with Disabilities Act.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUAL ENROLLMENT</td>
<td>D</td>
</tr>
<tr>
<td>PCC NORTHWEST</td>
<td>E</td>
</tr>
<tr>
<td>GRANTS UPDATE</td>
<td>F</td>
</tr>
</tbody>
</table>
WHEREAS, the Pasadena Unified School District (PUSD) maintains a dual enrollment program titled the Pasadena Academic and Career Trust (The PACT) with Pasadena Area Community College District (PCC), which benefits PUSD students, PCC students and the public at-large; and

WHEREAS, this effort is intended to support the 21st century idea that career and workforce readiness are in alignment with academic preparedness and will incorporate experiential learning opportunities to help young people compete in this new economy, realize their full potential, increase high school graduation rates, increase college going rates and college completion rates while helping families in our region to prosper through higher education.

WHEREAS, various operational aspects of the dual enrollment program are incorporated in a Memorandum of Understanding, dated April 18, 2015, the provisions of which establish adherence to various Education code requirements pertaining to, among other things, allowances, apportionments, and enrollment.

This Agreement is made and entered into as of the date written below by and between the Pasadena Area Community College District; 1570 E. Colorado Blvd, Pasadena, CA 91106 (Hereinafter referred to as the COLLEGE) and Pasadena Unified School District, 351 S Hudson Avenue, Pasadena, CA 91101 (Hereinafter referred to as the DISTRICT).

TERMS OF AGREEMENT

1. ADMISSIONS AND REGISTRATION
   1.1 Admissions and registration shall be coordinated by The PACT conditions for enrollment and all other applicable policies and procedures established by the COLLEGE.
   1.2 Prior to registering for a dual enrollment course, students shall complete and submit a Dual Enrollment Application in the form provided as Exhibit 1 attached to this Agreement.
   1.3 The DISTRICT shall pay the total cost of books and materials for PUSD students who enroll in a dual enrollment course.
   1.4 Registration and access to all dual enrolled courses scheduled at the DISTRICT shall be open to the general public.
   1.5 All dual enrollment courses shall meet the enrollment requirements as set forth by the COLLEGE.

2. COURSES
   2.1 Courses offered in the DISTRICT shall go through the approval process which includes routing it through the DISTRICT designee before submitting the Course Request Form to the COLLEGE. The form for approval of the courses is attached as Exhibit 2 to this Agreement.
   2.2 Courses offered in the DISTRICT shall be of the same quality and rigor as those offered on the COLLEGE campus.
2.3 Courses offered in the DISTRICT shall be COLLEGE catalogued courses with the same department designations, course descriptions, numbers, titles, and credits.

2.4 Courses offered in the DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE.

2.5 Site visits by one or more representatives of the COLLEGE shall be permitted by the DISTRICT to ensure that courses offered in the DISTRICT are the same as the courses offered on the COLLEGE campus.

2.6 Dual enrollment courses offered in the DISTRICT during the period of this AGREEMENT shall include, but not limited to, Career and Technical Education Courses and courses in the Intersegmental General Education Transfer Curriculum.
3 FACULTY

3.1 Dual enrollment faculty shall be COLLEGE approved teachers.

3.2 The DISTRICT shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are DISTRICT employees.

3.3 The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are COLLEGE employees.

3.4 Faculty provided by the DISTRICT shall meet the discipline-specific minimum qualifications established by the COLLEGE. The COLLEGE shall have the primary right to control and direct the activities of faculty provided by the DISTRICT while they are providing instruction in dual enrollment courses. The faculty provided by the DISTRICT must complete an Instructional Service Agreement for the COLLEGE.

3.5 Prior to teaching, faculty provided by the DISTRICT shall seek discipline-specific training and orientation from the COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, procedures, record keeping, and instructional responsibilities.

3.6 Faculty provided by the DISTRICT will be expected to participate in all professional development activities sponsored by the COLLEGE and shall be encouraged to participate in ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field.

3.7 Faculty provided by the DISTRICT who do not comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.

3.8 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for part-time faculty of the COLLEGE and by the DISTRICT using the adopted evaluation process for teachers employed by the DISTRICT.
4 LIAISON
4.1 The COLLEGE shall appoint an educational administrator who will serve as liaison, and who will approve all dual enrollment instructors in consultation with the academic department of the COLLEGE.
4.2 The liaison shall provide initial and ongoing training for dual enrollment faculty, conduct site visits, COLLEGE performance evaluations, and strengthen communication between essential elements of the DISTRICT, the COLLEGE, academic departments, and student affairs.
4.3 The liaison will be also keep dual enrollment faculty informed of new curriculum developments, pedagogic innovations, textbook adoptions, educational outcomes, assessment of learning, grading standards, proficiency expectations, and syllabus components.

5 ON-SITE SUPERVISION

5.1 Dual enrollment courses and students shall be under the direct supervision of the administrator designated by the COLLEGE as the liaison as provided in Section 4.1.

6 STUDENTS

6.1 Students must meet all COLLEGE prerequisite requirements as established by the COLLEGE and stated in the college catalog before enrolling in a dual enrollment course.
6.2 Grades earned by students enrolled in dual enrollment courses will be posted on official COLLEGE transcripts; Students are eligible to request a request for Pass/No Pass or Credit/No Credit if the course is eligible for this as noted in the college catalog, or audit COLLEGE course (if space is available).
6.3 Students enrolled in dual enrollment courses will be directed to the official catalogue of the COLLEGE.
6.4 Students enrolled in dual enrollment courses will be eligible for student support services, which shall be available to them at the COLLEGE itself.
6.5 Students who withdraw from a dual enrollment course will not receive any COLLEGE credit for work completed and must submit appropriate information/paperwork by all published deadlines.
6.6 A dropped class within the COLLEGE drop date will not appear on the high school transcript as a college course. A student may complete the course to receive high school credit. High school drop date for a course is within the first five-week period of the class.
6.7 Students participating in Early College High School will be required to have a 3.0 grade point average as an indicator of preparation for working toward an Associate of Transfer Degree.
6.8 Students enrolled in dual enrollment courses are exempt from payment of COLLEGE enrollment fees pursuant to the COLLEGE Board Bylaw No. _____. 
7 ASSESSMENT OF LEARNING AND CONDUCT
7.1 Students enrolled in dual enrollment courses shall be held to the same standards of achievement as students on the COLLEGE campus.
7.2 Students enrolled in dual enrollment courses shall be held to the same grading standards as those expected of students in campus COLLEGE sections.
7.3 Students enrolled in dual enrollment courses shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus COLLEGE sections.
7.4 Students enrolled in dual enrollment courses shall be held to the same behavioral standards as those expected of students in campus COLLEGE sections.

8 EVALUATION
8.1 The COLLEGE and the DISTRICT may conduct end-of-term student evaluations for each dual enrollment course offered in the DISTRICT in accordance with established guidelines.
8.2 The COLLEGE and the DISTRICT may survey and collect data on students and alumni of dual enrollment courses after they graduate from the DISTRICT.
8.3 The COLLEGE and the DISTRICT may annually conduct surveys of participating DISTRICT instructors, principals, and guidance counselors.
8.4 The COLLEGE and the DISTRICT shall share survey data for the purpose of informing practice, making adjustments, and improving the quality of dual enrollment course delivery.

9 RECORDS
9.1 Records of student attendance and achievement for all DISTRICT students who enroll in a dual enrollment course shall be maintained by the DISTRICT on AERIES and by the COLLEGE electronic records system LancerPoint through the course instructor. (CA Ed Code 76220).

10 REIMBURSEMENT
10.1 The DISTRICT shall invoice the COLLEGE at the end of each semester for the use of instructional space and instructional services rendered per course unit at the rate of $500.00 per unit. Example: One 3 unit course=$1,500 payable from the COLLEGE to the DISTRICT. The high school will be provided an additional $3,000 for every ten sections of dual enrollment offered at the school site.
10.2 The DISTRICT shall establish a discretionary fund per school site which in part will reinvest in the program through supporting student books and other related items.
10.4 The COLLEGE shall make payment to the DISTRICT within 30 days of receiving the invoice for Instructional space and services rendered.

10.5 The financial arrangements defined herein may be adjusted annually by a duly adopted written Amendment to this Agreement.

11 INDEMNIFICATION

11.1 The DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the performance of or in connection with this AGREEMENT. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the DISTRICT, its officers and employees.

11.2 The COLLEGE agrees to and shall indemnify, save and hold harmless the DISTRICT and its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the performance of or in connection with this AGREEMENT. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, its officers and employees.

12 INSURANCE

12.1 The DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, an insurance policy or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS ($1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS ($100,000) per accident with a reliable insurance carrier authorized to do such public liability and property damage insurance business in the state of California. Said policy of insurance or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this AGREEMENT. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

13 APPORTIONMENT/ADA

13.1 The DISTRICT may report and receive payment for all average daily attendance (ADA) which complies with the current requirements for receiving ADA under applicable California law.

13.2 The COLLEGE may include the students enrolled in the dual enrollment courses in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments, so long as the dual enrollment courses comply with current requirements for concurrent enrollment under applicable California law.
14 NON-DISCRIMINATION

14.1 Neither the DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, gender identity, gender expression, nationality, physical or mental disability, sexual orientation, religion, or any other characteristic that is contained in the definition of hate crimes set forth in the California Penal Code.

15 TERM OF AGREEMENT

15.1 The term of this Agreement shall be July 1, 2015 to June 30, 2018.

16 TERMINATION OR CHANGES

16.1 Either party may terminate this AGREEMENT at any time by providing 30-days’ written notice to the other party. Written notice of termination or changes to this AGREEMENT shall be addressed to the responsible person listed in Item 17 below.

16.2 Upon termination of this AGREEMENT, the SCHOOL shall develop a COLLEGE approved teach-out plan that enables students to complete the concurrent enrollment course they are enrolled in.

17 NOTICES

Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U. S. Mail, postage to be prepaid, to the following addresses:

DISTRICT

[insert name]
Pasadena Unified School District
351 S. Hudson Avenue
Pasadena, CA  91101

COLLEGE

Dr. Robert B. Miller
Pasadena Area Community College District
1570 E. Colorado Blvd.
Pasadena, CA  91106

18 INTEGRATION
18.1 This Agreement sets forth the entire agreement between the Parties relating to the subject matter of this Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

19 MODIFICATION AND AMENDMENT

19.1 No modifications or amendments of any of the terms or provisions of this Agreement shall be binding unless made in writing and signed by the Parties.

20 GOVERNING LAWS

20.1 This agreement shall be interpreted according to the laws of the State of California.

21 SEVERABILITY

21.1 This Agreement shall be considered severable, such that if any provision or part of the Agreement is ever held invalid under any law or ruling, that provision or part of the Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

22 COUNTERPARTS

22.1 This Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on April __, 2015

Pasadena Unified School District  Pasadena Area Community College District

By:_________________________________________  By:_________________________________________
Dual Enrollment Update

PCC AND PUSD
The Pasadena Academic & Career Trust
First Cohort 2014-2015

https://www.youtube.com/watch?v=oxXfr_yVZfk
Dual Enrollment

What is dual enrollment?²

By definition, dual enrollment offers students an opportunity to complete college-level coursework to earn college credits while they are pursuing their high school diploma (E. Barnett, personal communication, November 19, 2013; J. Kim, personal communication, November 19, 2013; J. Vargas, personal communication, November 20, 2013). Different models exist (see Table 1) with variations in who teaches the courses (college-approved high school teachers or college instructors), where the programs are offered (on a college campus or at the high school), and who can participate (students who meet certain academic benchmarks [e.g., test scores, number of credits completed, GPA] or anyone who has the desire to enroll in the program; Karp, Hughes, & Cormier, 2012). Some efforts have a career and technical education focus versus solely an academic one, while other programs offer high school and college credit for college courses (Hughes, Rodríguez, Edwards, & Belfield, 2012). In California, the term concurrent enrollment is also used to describe dual enrollment programs and in some cases, refers to high school students who are enrolled in college courses that are taught by high school teachers at the high school and/or community college students. It could also refer, although not for purposes of this report, to community college students who take courses at University of California campuses or California State Universities (Golann & Hughes, 2008).
## Dual Enrollment

### TABLE 1 | VARIOUS DUAL ENROLLMENT MODELS & KEY COMPONENTS

<table>
<thead>
<tr>
<th>MODEL</th>
<th>TARGET POPULATION</th>
<th>CORE COMPONENTS</th>
<th>STAFFING</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle college</td>
<td>- 9th through 12th grade&lt;br&gt;- Established in 1974 at LaGuardia Community College in New York&lt;br&gt;- Targets academically “middle performing” students&lt;br&gt;- Historically, underserved and underrepresented on college campuses&lt;br&gt;- Small enrollments – 100 or fewer students per grade level</td>
<td>- Supportive services&lt;br&gt;- Rigorous academics&lt;br&gt;- Completion of high school diploma and some college credits&lt;br&gt;- College courses count for dual-credit – high school and college credit&lt;br&gt;- No or minimal costs (e.g., college fees) are to be cover by students</td>
<td>- High school teachers who are approved by the community college can teach college credit courses&lt;br&gt;- Community college instructors may teach sections of only dual enrollment students and/or courses where dual enrollment students join regularly matriculated students</td>
<td>Typically on a college campus</td>
</tr>
<tr>
<td>Early college</td>
<td>- 9th through 12th grade – although some enroll students in 6th through 12th or 11th and 12th grades only&lt;br&gt;- Historically, underserved and underrepresented on college campuses&lt;br&gt;- Ideal for isolated or rural communities where transportation may be an issue (Webb, 2004)&lt;br&gt;- Small enrollments – 100 or fewer students per grade level</td>
<td>- Supportive services&lt;br&gt;- Rigorous academics&lt;br&gt;- Completion of high school diploma and a sequence of college courses; at least 12 college credits up to an associate’s degree or 60 transferable credits within 4 to 5 years&lt;br&gt;- No or minimal costs (e.g., college fees) are to be cover by students</td>
<td>- High school teachers who are approved by the community college can teach college credit courses&lt;br&gt;- Community college instructors may teach sections of only dual enrollment students and/or courses where dual enrollment students join regularly matriculated students</td>
<td>On or near college campus</td>
</tr>
</tbody>
</table>
Benefits of Dual Enrollment

• Dual enrollment programs offer a range of advantages to students (Bailey & Karp, 2003; Barnett & Stamm, 2010; Cassidy, Keating, & Young, 2010; Karp et al., 2012; Webb & Mayka, 2011), including:

• A chance to complete high school and college credits at the same time;
• An introduction to and preparation for college life, expectations, and requirements;
• A smoother transition from high school to college;
• The ability to explore various careers and majors before enrolling in college full-time;
Benefits of Dual Enrollment

• An opportunity to address skill gaps and improve study skills and academic knowledge before becoming a full-time college student;

• Motivation to persist from term-to-term, continue to complete sequential courses, and possibly pursue a postsecondary credential or degree;

• Confidence in one’s ability to do college-level work and successfully pursue a postsecondary credential;

• An understanding of the potential economic benefits of a postsecondary education; and

• An accelerated pathway through college that saves students time and money (see Santa Barbara City College, n.d.).
Benefits of Dual Enrollment

Research suggests that program costs, would be recouped by an increase in the numbers of dual enrollment students who were unlikely to go to college, but are now able to advance from high school into college-level coursework without remediation and earn a postsecondary credential (Webb, 2004). One estimate suggests $1,662 in savings for each student in California that earns an associate’s degree and $9,178 in savings for those that are awarded a bachelor’s degree (Kirst et al., 2009).

Source: Research & Practice Group, California Community College, Dual Enrollment Guide, June, 2014
## Demographics

<table>
<thead>
<tr>
<th></th>
<th>PUSD</th>
<th>PCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students</td>
<td>19,102 students</td>
<td>23,989 students</td>
</tr>
<tr>
<td>Latino</td>
<td>11,187 (59%)</td>
<td>11,078 (46.2%)</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>1,098 (5.7%)</td>
<td>5,811 (24.2%)</td>
</tr>
<tr>
<td>African American</td>
<td>2,828 (15%)</td>
<td>1,125 (4.7%)</td>
</tr>
<tr>
<td>White</td>
<td>3,227 (17%)</td>
<td>3,066 (12.78%)</td>
</tr>
<tr>
<td>Two or more races not Latino</td>
<td>444 (2.3%)</td>
<td>1,497 Two or more races not Latino (6.2%)</td>
</tr>
<tr>
<td>Not reported</td>
<td>236</td>
<td>1,412 (5.8%)</td>
</tr>
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</tbody>
</table>
National Agenda: Goal 2025

- 60% of U.S. Adults obtaining a Post Secondary Credential:

\[
\begin{align*}
90\% \text{ Graduate High School College Ready} & \times 90\% \text{ Enroll In Postsecondary} \times 75\% \text{ Earn Postsecondary Credential} = 60\% \text{ With A Postsecondary Degree}
\end{align*}
\]
The economic and social imperative for advancing Latino college achievement in California

California is home to more than 14.5 million Latinos. Latinos lag in college completion, and only 11% of Latinos have a B.A.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Latinos</th>
<th>Californians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree or higher</td>
<td>11%</td>
<td>30%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>HS diploma or equivalent</td>
<td>42%</td>
<td>21%</td>
</tr>
<tr>
<td>No HS diploma or equivalent</td>
<td>19%</td>
<td>19%</td>
</tr>
</tbody>
</table>

- **Latino**
  - 38%
  - 38%
  - 21%
  - 13%
  - 6%

- **Californian**
  - 39%
  - 39%
  - 22%
  - 13%
  - 6%
The State of Higher Education in California
The persistent opportunity gap

California is home to the fifth largest number of Blacks in the nation—approximately 2.1 million—more than in states like Alabama, Louisiana, and Mississippi. Unfortunately, disparities between Black students and their White and Asian counterparts continue to persist and, in some cases, have worsened.

Young Black adults, ages 25-34, are less educated than Blacks ages 35-64.
### 2015 Pasadena City College Student Success Scorecard Metrics

<table>
<thead>
<tr>
<th>Cohort Tracked for Six Years Through 2013-14</th>
<th>Completion</th>
<th>Persistence</th>
<th>30 Units</th>
<th>Remedial</th>
<th>Career Development &amp; College Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepared</td>
<td>Unprepared</td>
<td>Overall</td>
<td>Prepared</td>
<td>Unprepared</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Cohort</td>
<td>74.5%</td>
<td>46.5%</td>
<td>55.2%</td>
<td>81.7%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Female</td>
<td>78.3%</td>
<td>47.2%</td>
<td>56.4%</td>
<td>82.4%</td>
<td>80.2%</td>
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<tr>
<td>Male</td>
<td>71.3%</td>
<td>45.5%</td>
<td>54.0%</td>
<td>81.1%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Under 20 years old</td>
<td>76.2%</td>
<td>48.7%</td>
<td>57.3%</td>
<td>83.1%</td>
<td>80.0%</td>
</tr>
<tr>
<td>20 to 24 years old</td>
<td>67.2%</td>
<td>33.8%</td>
<td>45.7%</td>
<td>73.9%</td>
<td>71.3%</td>
</tr>
<tr>
<td>25 to 39 years old</td>
<td>60.0%</td>
<td>30.8%</td>
<td>38.1%</td>
<td>75.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>40 or more years old</td>
<td>33.3%</td>
<td>35.1%</td>
<td>34.8%</td>
<td>50.0%</td>
<td>71.9%</td>
</tr>
<tr>
<td>African-American</td>
<td>56.8%</td>
<td>40.6%</td>
<td>43.3%</td>
<td>70.3%</td>
<td>74.3%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>75.0%</td>
<td>23.5%</td>
<td>40.0%</td>
<td>87.5%</td>
<td>88.2%</td>
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<tr>
<td>Asian</td>
<td>81.3%</td>
<td>62.5%</td>
<td>70.7%</td>
<td>85.2%</td>
<td>84.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>69.2%</td>
<td>50.0%</td>
<td>56.3%</td>
<td>83.1%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>63.7%</td>
<td>35.2%</td>
<td>39.8%</td>
<td>78.2%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>100.0%</td>
<td>43.8%</td>
<td>52.6%</td>
<td>100.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>White</td>
<td>70.8%</td>
<td>51.3%</td>
<td>59.4%</td>
<td>79.6%</td>
<td>78.6%</td>
</tr>
</tbody>
</table>
Early Assessment Program (EAP)
Pasadena Unified District
All Students

Reported California Standards Test Enrollment in Grade 11: 1,365
Total Number Tested in EAP English and Math: 1,088
Total Number Tested in Selected Subgroup: 1,088

County Name: Los Angeles County
District Name: Pasadena Unified District
School Name: ----
CDS Code: 19-64881-000000

Early Assessment Program - 2011

<table>
<thead>
<tr>
<th></th>
<th>EAP</th>
<th>CST</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Assessment of Readiness for College English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Tested</td>
<td>1088</td>
<td>1296</td>
<td>84%</td>
</tr>
<tr>
<td>Ready for College</td>
<td>180</td>
<td>1201</td>
<td>17%</td>
</tr>
<tr>
<td>Did Not Demonstrate College Readiness on This Assessment</td>
<td>893</td>
<td>893</td>
<td>83%</td>
</tr>
</tbody>
</table>

Early Assessment of Readiness for College Mathematics (Algebra II) |      |     |               |
| Students Tested                      | 272 | 394 | 69%           |
| Ready for College                    | 12  | 24  | 4%            |
| Ready for College - Conditional      | 37  | 74  | 14%           |
| Did Not Demonstrate College Readiness on This Assessment | 223 | 27  | 82%           |

Early Assessment of Readiness for College Mathematics (Summative High School Mathematics) |      |     |               |
| Students Tested                      | 229 | 296 | 77%           |
| Ready for College                    | 35  | 35  | 15%           |
| Ready for College - Conditional      | 167 | 167 | 73%           |
| Did Not Demonstrate College Readiness on This Assessment | 27  | 27  | 12%           |

Early Assessment of Readiness for College Mathematics (Total) |      |     |               |
| Students Tested                      | 501 | 690 | 73%           |
| Ready for College                    | 47  | 47  | 9%            |
| Ready for College - Conditional      | 204 | 204 | 41%           |
| Did Not Demonstrate College Readiness on This Assessment | 250 | 250 | 50%           |
Pilot Project

88 students enrolled in Fall
80 students enrolled in Spring

Outcomes will be tracked
Average gpa
Ethnic breakdown
Gender breakdown
UCLA Research Team

Data
The majority of students (53%) were interested in working part-time and attending college. The next largest group are students who want to attend college full-time (30%). Eight percent did not know their postsecondary goal.
Post-secondary Education Plan(s)*
There is an increase in students’ intention to attend community colleges and CSUs as they progress through high school. The inverse is true for UCs and private schools.
Careers students would be interested in pursuing*

Students are most interested in CTEs in arts/media/entertainment, health science/medical technology, engineering/tech/design, and business/finance. *Students were asked to mark “all that apply.”
At all three school sites, over 60% of students indicated they were interested in attending PCC.
Fall Projected Plans

**College/Career Readiness:**
Every 9th grader at Muir will enroll in the Career Choices course
1-2 sections each at PHS, Blair, Marshall

**Associate Degree for Transfer:**
Psychology & Business

**CTE Certificate:**
Engineering/Robotics/Design Tech/Advance Manufacturing
Media/ICT
MOU Highlights

College classes will be held on the high school campus during the high school day.

Classes will be open to the public and PCC students will be notified to check in and out of the high school office daily.

Assemblymember Holden’s Bill 288 would allow the high school to remain closed to the public. CFT and CTA have endorsed this legislation.

When possible, high school teachers with Masters degrees in discipline areas will be hired to teach college classes. This meets the minimum qualifications of the California Community College system.

Professional Development will be offered to ensure college rigor.

Both PCC and PUSD will collect apportionment and ADA for enrollment as stipulated in Education Code.

PCC will provide funds to PUSD for use of space and instructional service at $500.00 per unit for each teacher and $3,000 for every 10 sections of dual enrollment offered at each site. These funds would support dual enrollment efforts.

MOU includes language to support Early College High School at the High School site to support offering the Associate Degree for Transfer.
Assembly Bill 288--Holden Update

Purpose:

To remove barriers that block incentives to historically underserved students from enrolling in dual enrollment programs.

To grant priority enrollment to high school students participating in a career pathway.

Allow college courses held on high school campuses to be closed to the public.

Expand limits on number of courses students are allowed to take.
AB 288 Holden-- Update

Last week AB 288 (Holden) passed out of Assembly Higher Education unanimously. The final vote was 12-0.

Assembly Minority Leader Kristin Olsen, joint author on the bill presented it with Assemblyman Chris Holden.

Both CTA and CFT testified with support of amended positions.

CTA requested technical amendments that the employer of record be included in the partnership agreement and wanted to work to see if there was a way to ensure that high school students taking courses on the high school campus have adequate support services.

CFT is seeking an amendment to remove language permitting community colleges to teach some remedial courses on the high school campus.

The bill will next be heard in Assembly Education Committee, date to be determined.
End of Year Celebration

Monday, May 18, 5:00 p.m. Creveling Lounge Pasadena City College

Keynote Speaker: Olympic Gold Medalist Dain Blanton (shown here w/ his family and speaking to students)

88 students and parents, Board Members, Campus members
PCC-Northwest:

A white paper for collaboration with PUSD to use Muir High School facilities to increase options for higher education.

First Draft: April 7, 2015
Introduction
Serving the communities and students within Pasadena Area Community College District service area is a fundamental component of the College Mission. The Mission states that “The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities.” In order to accomplish its mission, Pasadena City College has actively sought to expand access to local communities through the use of dual enrollment programs and offsite centers. These types of programs and activities are part of the College’s Educational Master Plan, which seeks to:

- Create K-12 school pathways programs to engage all PCC feeder high schools, particularly high schools within the PCC district;
- Identify educational institutions, businesses, and other organizations or sites to provide satellite learning centers;
- Offer additional life-long learning opportunities to better serve non-traditional, new, and returning students;
- Identify and implement new programs and activities to meet community needs.

Likewise, the Pasadena Area Community College District Board of Trustees has set goals to:

- Work with community partners to determine the unique needs of those individuals underrepresented in higher education and seek to develop means to increase access to and success in higher education;
- Build a college going culture throughout the community by increasing community engagement and dual enrollment that exposes students to the value of post-secondary education, career and education opportunities and the ability to complete college credit through high school partnerships.

In order to fulfill its Educational Master Plan and effectively serve the communities of the Pasadena Area Community College District, the College continuously assesses the needs of these communities through quantitative analysis and input from educational leaders at the College and in the communities. Based on recent evaluations, it is clear that the communities in the Northwest sections of the District are being underserved. Of the Fall 2014 student population, 8% of students come from the zip codes in the Northwest region. In addition, this region is 13.3% African American and 28.4% Hispanic, two groups which have traditionally been underserved by higher education and that are focal points of the Pasadena City College Equity Plan. In addition, the area directly surrounding Muir High School is 49.4% Latino and 19.1% African American.

While the quantitative data are compelling, the College believes that partnerships with our local feeder schools are equally important in the assessment of community needs. PCC has had a long relationship with Muir High School, including nearly ten years of engagement through the SB 70 and high school to community college articulation. In addition, for the last year, the College has partnered with Pasadena Unified School District to provide higher education opportunities through dual enrollment. Through these efforts, the K-12 and college district have enhanced their collaboration and allowed for a greater understanding of the community needs. High school leaders have noted a need for continued and enhanced relationships between PUSD and PCC.
In agreement with the initial analysis on community and College data, PUSD has indicated that the Northwest region is indeed in need of additional access to higher education. In addition, PUSD has indicated that the Muir facilities are underutilized. With the number of students in the Pasadena Unified School District decreasing, there is a need to determine new ways of utilizing facilities to effectively serve the community and the students of PUSD. Working together, PUSD and Pasadena City College have developed a plan for addressing the needs of the Northwest communities and addressing the underutilization of PUSD facilities.

PUSD and PCC propose introducing a satellite site, PCC-Northwest on the Muir High School Campus. The satellite will allow Pasadena City College the opportunity to address the needs of Muir High School students and adult learners through strategic noncredit and credit programs that are aligned with business and community needs. The goal of this satellite is to:

- Address many of the immediate needs of the communities in the Northwest region.
- Improve student outcomes through increased outreach, college awareness and college preparation.
- Enhance career preparation and the development of skills leading to high demand careers.
- Develop a long-term plan for meeting the needs of the Northwest communities that will lead to increased education attainment and economic improvement.

Muir High School
Muir High School serves 900 students a year with a population that is 69.8% Latino and 26.3% African American. Data indicate a cohort graduation rate of 86.4%. The High School is the current site of a dual enrollment partnership between PUSD and Pasadena City College. The high school offers contextualized pathways in Business and Entrepreneurship, Arts, Entertainment and Media, and Engineering and Environmental Science. Muir is also has a growing advanced placement program. The school physical plant is underutilized and currently has space available that could be used to expand higher education opportunities for the Northwest region. In consultation with PUSD Superintendent, Brian McDonald, the partners have developed a draft plan to use Building D at Muir High School as the site of PCC-Northwest. This facility will accommodate up to twenty classrooms for future use by Pasadena City College.

PCC-Northwest Preliminary Educational Plan
Vision and Overview
The College is seeking to develop a long-term presence in the Northwest region of the District that can effectively serve the communities of the region and enhance educational partnerships that will improve college going, student completion, career preparation, and adult learning. This plan is aligned with Pasadena City College Mission Critical Priorities that seek to expand access within the District. The vision for PCC Northwest is for a synergistic partnership with PUSD in which the College and School District work to mutually assess the needs of the communities and develop streamlined programming that provides seamless transitions from high school to college and effective employment. The plan includes strategic relocation of selected noncredit and credit courses and the expansion of dual enrollment programming with a goal of allowing Muir students to complete college degrees or certificates and their high school program.
simultaneously. This initially proposed plan will be vetted through the College shared governance groups and with the faculty of identified program to develop a shared vision for serving the Northwest communities and to ensure that the College determines and provides the appropriate resources to serve student, staff and faculty at the PCC-Northwest satellite.

**Noncredit Division Preliminary Long Term Plans**
The long-term plan for PCC Northwest includes the development of a noncredit program at the Muir site through the strategic selection of viable courses and specific short-term CTE certificate programs. Currently, noncredit instructional programs are primarily located at the Community Education Center located on Foothill Blvd. in the Eastern portion of the District Service Area. The pragmatic components include career technical education, and academic courses such as GED preparation, Business Office Systems, ESL, and Adult Basic Education. Based on an initial evaluation of community need, PCC-Northwest could host a noncredit program consisting of selected ESL courses, Adult High School Diploma Program, GED preparation courses, and high demand short-term CTE training such as:

- Basic Graphic Design Certificate of Completion
- Business Literacy Skills Certificate of Completion
- Child Care Provider Certificate of Completion
- Computer Keyboarding Certificate of Completion
- Computer Keyboarding Certificate of Completion-Bilingual
- Computer Skills Certificate of Completion
- Computer Skills Certificate of Completion-Bilingual
- Family Home Child Care Provider Certificate of Completion
- Family Home Child Care Provider Certificate of Completion - Bilingual
- General Office Clerk Certificate of Completion
- Introduction: How to Start a Small Business Certificate of Completion
- Introduction: How to Start a Small Business of Completion-Bilingual
- Introduction: Legal Interpretation & Translation Certificate of Completion
- Introduction: Medical Interpretation & Translation-Certificate of Completion
- Medical Front Office Clerk Front Office Certificate of Completion
- Personal Care Attendant Certificate of Completion
- Pre-Apprenticeship in Construction and Building Trades -Certificate of Completion

The College plan includes an ongoing assessment of needs to determine the most effective and high demand programming needed for the region. Shared governance groups will be consulted through the long-term planning process to ensure robust input and a thorough dialog on selecting the most appropriate noncredit courses and programs. In addition to the instructional staff, the College will provide services to assist in the admissions, orientation, assessment, and counseling of these students. Further assessment will be conducted in alignment with grant requirements for pre/post testing of ESL and Elementary and Adult Secondary Education students.

PUSD and Pasadena City College have already engaged in a partnership for adult education based on AB 86. PCC-Northwest will provide an appropriate facilities and venue for the expansion of noncredit adult education programs focused on high demand high wage careers. To the extent possible, the College will attempt to create synergistic alignment between Muir High
School pathways and College noncredit courses and programs. The College plans on piloting noncredit programs and bringing to scale as needed to address the Northwest region and its residents. The constituents of the College, School District and community will be engaged throughout this process to ascertain that program development and expansion meets the needs of the community and PCC-Northwest students.

Credit
The College preliminary plans include offering a full spectrum of high demand credit courses at the PCC-Northwest site. The credit programs will focus on delivering additional opportunities for all local community members to enroll in general education courses leading to degree, certificate, transfer curriculum completion and/or the development of high demand career skills. The preliminary plans also include the creation of additional pathways for recent high school graduates toward degree, certificate or transfer curriculum completion and the enhancement of current dual enrollment programs. Each of these focal points will seek to align the curriculum with those noncredit program offered at PCC-Northwest, the pathways offered through Muir High School and the assessed needs of the local community. Below are detailed descriptions of the initial long-term vision for credit programs at PCC-Northwest.

Dual enrollment
PCC and PUSD have already engaged in a pilot to offer dual enrollment at PUSD high schools, including Muir High School. This pilot has focused on building college awareness and career opportunities and begins in the ninth grade. The development of PCC-Northwest would allow the college to expand offerings to include a full dual enrollment program leading to degree or certificate completion coinciding with high school completion. In discussions with Muir High School, there has been an expressed interest in this type of programming, which has often been described as an early college high school model. The College will work with the High School to assess the feasibility of offering these programs in alignment with existing Muir High School Pathways. These pathways will include the potential for offerings in Digital Media, Engineering and Business.

The programs will take advantage of current laws allowing for the development of these valuable learning opportunities and is in anticipation of new legislation that will allow for the expansion of these opportunities. Dual enrollment will serve those students who are attempting to accelerate and those in need of remediation. While working to this overall goal of a full dual enrollment program, the College will offer courses that build college awareness, enhance college preparation and meet general education requirements that fit within the current high school completion efforts.

Pathways First-Year Experience
The College currently hosts an award winning first year program that serves nearly 1,900 entering first-year students. This program has resulted in increased first-year persistence, course completion, units earned and completion of math and English requirements. PCC-Northwest will allow for expansion of this program and enhance outreach to the Northwest region of the District. The integrity of the program relies on the use of enhanced student services, a student support center and integrated contextualized coursework. As a result the program will continue to be hosted on the main campus. However, PCC-Northwest could include a Northwest region
cohort in which some courses will be offered at the Muir site to increase community engagement in the Pathways First-Year Experience program and to provide for the cohort specific needs and the character of those students in the Northwest region of the District.

**General Education**
The College preliminary plans include utilizing the site to increase the overall availability of high demand general education credit courses. These courses will be scheduled through the College current enrollment management framework and will include the offering of lab science courses in the Muir High School labs after the conclusion of the normal teaching day. The course offerings will be regularly reviewed to ensure that they are effectively meeting the needs of the local community and fit within the College enrollment plans. Course offerings will occur throughout the day, including during the high demand times, as noted by enrollment patterns at the Colorado campus and the Rosemead site.

**Credit CTE Programs**
The college will assess the feasibility of locating CTE programs at PCC-Northwest that are linked to high demand employment opportunities with demonstrated growth in the foreseeable future. Two areas of consideration are Business Studies and Pre-Health. Both of these programs offer bridges from the non-credit pathways previously described and are aimed at increasing diversity and closing the equity gap among historically under-represented groups. Credit programs in Business Information Systems and Business Administration provide upwardly mobile career pathways from certificated programs to two and four year degrees and graduate studies. Similarly, students interested in Allied Health professions (nursing, dental assisting, paramedic) can transition into Accelerated Health Sciences pathways that prepare students for entry into many two and four-year programs in the health sciences. Programs such as these can bring viable credit CTE programs to the Northwest communities and provide needed training for the local economy.

**Student Services**
The College is committed to providing the level of student services needed to support students in their educational goal attainment. As part of the long-term planning the College will assess the need for student services at the PCC-Northwest site, including admissions, orientation, assessment, advising, tutoring and counseling. The development of student services will be scaled to address the needs as assessed through the ongoing planning process. The assessment of student support needs will include the engagement of the community and College shared governance groups.

**Planned Initial Phase**
As with the development of any new center, the College is anticipating initial pilots with strategic scaling to meet the needs of the community and stated vision for PCC-Northwest. The initial plan for the first year includes three academic programming components and associated student services:

- General Education and CTE credit courses in high demand areas will be offered to the general public to enhance access to higher education for the community, including Muir students through traditional concurrent enrollment.
• Dual enrollment programming will be offered consistent with the planned offering currently part of Pasadena Academic Career Trust (PACT) and will be expanded to meet the needs expressed by Muir High School.
• Noncredit-key instructional programs will be offered to assess the need for additional noncredit courses and short-term noncredit CTE certificate programs and to develop an expansion plan.
• Student services will be offered to appropriately serve the community and the students of PCC-Northwest. These services may include additional outreach, academic advising and other services that will allow access to higher education opportunities.

Pasadena City College understands that effectively serving the community requires meaningful engagement with community partners and the development of a mutual understanding of community needs and a plan for addressing those needs. During the initial planning phase, the College will work with the community and Muir High School to assess the needs and build a long-range and sustainable plan for addressing these needs. These activities will include community outreach with community surveys and focus groups. There will be ongoing collaboration with PUSD and Muir High School. The College will utilize the existing President’s Community Advisory Committees to assist in the coordination of community outreach. Groups that the College will seek to engage will include the Northwest Commission, the Flintridge Center, John Muir High School Alumni Association and John Muir PTSA, Mentoring and Partnership for Youth Development, and local clergy communities. Through this outreach the College will refine its vision and the associated offerings to better meet the needs of the community.

In addition to community outreach, the College will engage shared governance groups and the PCC noncredit and credit faculty in dialog on PCC-Northwest. This will include discussions on the vision for academic programs and services offered at PCC-Northwest and the manner in which the needs of the Northwest community should be addressed in the Centennial Facilities Master Plan. Faculty in the Noncredit disciplines will be regularly engaged to ensure appropriate faculty input and that all facility and service needs are addressed. Regular feedback will be provided on the impact of PCC-Northwest on student success and the College Mission Critical Priorities. This initial planning phase will also include an assessment of the available facilities to determine appropriate renovations to support the academic programming visions and student support needs. Additional improvement plans will be made on a short-term and intermediate term basis to match with the scaling plan.

Planning for the Future
The College is eager to engage its PUSD partners in better serving the Northwest region and has developed a scaled model that will address immediate needs and allow for detailed assessment and plan to create a sustainable program at Muir High School. The College will immediately create a Business Plan that will detail the costs of facilities usage, planned facilities renovations, student and administrative support and instructional program offerings. These costs will be analyzed and compared to the anticipated FTES generation. In addition, space utilization on the main campus will be used to determine the need for additional facilities to support the College goals of increased college access and success. This plan will be offered in support of any lease agreement for Muir High School site.
Following the finalizing of an agreement between PUSD and Pasadena City College, the College will begin the development of a Substantive Change Report for the Accrediting Commission of Community and Junior Colleges. This process will allow the College to operate full programs at PCC-Northwest and achieve the vision indicated in this report.

The College will continue to conduct regular evaluations of programming and make reports to both PUSD and PACCD Boards.
• Muir High School serves 900 students a year
  • 69.8% Latino and 26.3% African American
  • Graduation rate of 86.4%
• Muir High School is the current site of a dual enrollment partnership between PUSD and Pasadena City College
• The high school offers contextualized pathways in
  • Business and Entrepreneurship, Arts, Entertainment and Media, Engineering, Environmental Science
• The school site is underutilized and currently

Background
The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities.
• Create **K-12 school pathways** programs to engage all **PCC feeder high schools**, particularly high schools within the PCC district;
• Identify educational institutions, businesses, and other organizations or sites to **provide satellite learning centers**;
• Offer additional **life-long learning opportunities** to better serve non-traditional, new, and returning students;
• Identify and implement **new programs and activities** to meet community needs

**PCC Mission and Priorities**
• Of the Fall 2014 student population, 8% of students come from the zip codes in the Northwest region
• PUSD has indicated that the Northwest region is indeed in need of additional access to higher education
• PUSD and PCC have been partners in expanding opportunities for Muir High School Students
• A comprehensive dual enrollment program would build college awareness, preparedness and completion

**Service Gap**
PCC-Northwest would utilize Building D at Muir High School to offer Credit and Noncredit programs and associated student support services.

PCC Northwest would be a synergistic partnership with PUSD to:
- mutually assess the needs of the communities
- develop streamlined programming

The College is seeking to:
- develop a long-term presence in the Northwest region of the District
- effectively serve the communities of the region
- enhance educational partnerships to improve college going, student completion, career preparation, and adult learning.

PCC-Northwest
• Noncredit
  • Selected ESL courses, Adult High School Diploma Program, GED preparation courses, and high demand short-term CTE training
  • Alignment with AB 86

• Credit
  • High demand credit courses leading to certificate, degree, or transfer curriculum completion
  • CTE programs in high demand careers
• Dual enrollment
  • Expansion of current offerings meeting the needs expressed by Muir High School
  • Potential full dual enrollment program leading to degree or certificate completion coinciding with high school completion

• Pathway First-Year Experience
  • Enhance outreach to the Northwest region of the District
  • A Northwest region Pathways cohort with some courses offered at PCC-Northwest
  • Provide for the cohort specific needs and the character of those students in the Northwest region of the District

Potential Programming
• General Education and CTE credit courses in high demand areas offered to the general public
• Expanded dual enrollment programming consistent with Pasadena Academic Career Trust (PACT) and expressed needs by Muir High School
• Noncredit-instructional programs offered to assess the need for additional noncredit courses and short-term noncredit CTE certificate programs
• Student services associated with initial programming
Future Planning

- Engage PCC Shared Governance groups in the planning for PCC-Northwest
- Engage the community to determine educational needs
- Develop a comprehensive business plan to describe the planned costs associated with PCC-Northwest
- Presentation of a final plan and lease agreement to the PACCD and PUSD Boards for approval
- Continued evaluation and reporting of PCC-Northwest programming
PCC/PUSD
AB 86 Update
Career Pathways Trust
Adult Career Pathways

Salomón G. Dávila
Dean, Economic and Workforce Development

Dr. Ofelia Arellano
Dean, Academic Affairs Noncredit
Economy

Career Pathway

Student

Grants

Alignment

Work Experience

Labor Market

WIB

SBDC
CA Career Pathways Trust

- Linked Learning
- Alleviate Remediation
- Project Based, Alignment, Real World
- Support Services and Data
- Work Based Learning
- Intermediary Role
- Industry Engagement
- Internships
- Skills Panel

AMETLL H•I•T•E•C
CPT Major Initiatives

- Summer Bridge Programs
- After School Projects
- Mentorship Program
- Professional Development
- Aligned Curriculum to CC
- Common Assessments
- Work Based Learning
- Coordination of Work Based Learning
- Skills Panel
- Industry Credentials
- Technical Assistance Equipment
- Dual Enrollment for College credit
CCPT Administration

- **LA HI-TECH**
  - PCC $1.125M
  - PUSD $400k
  - Partners $100k
  - Intermediary
    - LA Chamber/Bixel Exchange

- **AMETLL**
  - PCC $1M
  - PUSD $200k
  - Partners $700k
  - Intermediary
    - San Gabriel Valley Economic Partnership
• Final phases of Implementation Grant ($263, 724)
• 2015-2016 Block Grant Request ($4,658,500)
  ✓ PCC = $3,228, 500
  ✓ PUSD = $1,093,000
• Notification of actual award in October 2015
AB 86 Major Initiatives

- Transition adult learners from PUSD Twilight School to PCC Adult Secondary Programs (GED, Adult High School Diploma).
- Transition adult learners from PUSD High School Pathways to noncredit short-term CTE, credit CTE or the workforce.
- Transition adult learners from noncredit ESL or VESL to other noncredit programs.
- Transition adult learners from noncredit short-term CTE to credit CTE, academic programs for the workforce.
- Transitions adults with disabilities from PUSD to noncredit, credit or the workforce.
Opportunities

- **Work Experience Education**
- Align course offerings with new applicants + labor market
- Report on Workforce Development Results
- Linking metrics to demonstrate economic impact
- Leverage grants to institutionalize best practices