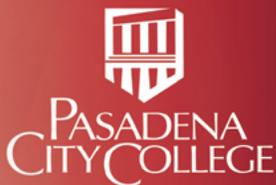


PROJECTS and INITIATIVES

2017-2019



ECONOMIC & WORKFORCE DEVELOPMENT

INTRODUCTION

The focus of Economic & Workforce Development (EWD) has been on the recalibration, re-engineering, and restructuring of EWD program and initiatives. Strategies were created to bolster employee engagement, improve the foundation, and strengthen the products and services that constitute the heart of the EWD. Our continuing efforts are guided with the intention of positioning the EWD as the fifth pillar of the college that represents our role as a leading talent source in the industry, committed to our local and regional communities and the long-term pursuit of economic growth.

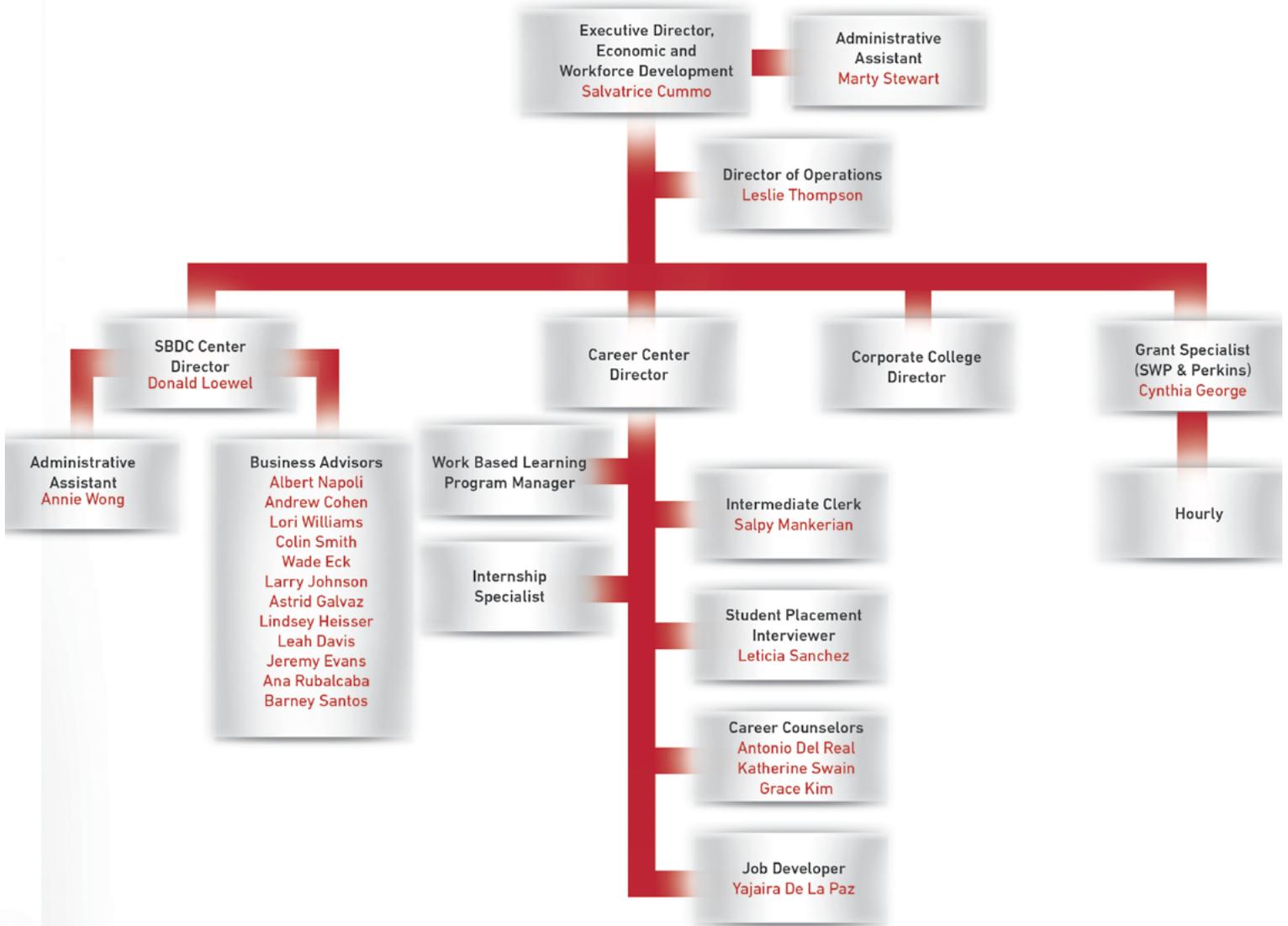
Vision Statement: To be the catalyst in identifying, creating, and delivering services that promote the growth and prosperity of business, to develop the current and future workforce, and to elevate the college's economic profile in the region.

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TEAM AND PARTNERS

Team



Partners



INNOVATE PASADENA



PROJECTS & INITIATIVES

SWP REGIONAL PROJECTS 07/01/2016 - 12/31/18

SWP LOCAL PROJECTS 07/01/17 - 12/31/19

ROUND 1

ROUND 2 & 3

ROUND 1

PCC COLLEGE-LEAD

San Gabriel Valley Cooperative Work
Experience Education Collaborative
& WIOA Partnership for Jobs
\$476,124

LA BioScience Collaborative
\$125,121

Biotech Collaborative
\$180,000

Across All Support
\$462,670

Biotech
\$86,091

Geotech
\$64,750

Construction Inspection
\$100,000

Automotive
\$150,000

Entrepreneurship -
Across Curriculum
\$28,260

Manufacturing &
Advanced Technology
\$282,000

Welding - New Fabrication
Program
\$123,000

TVR Enhancement
Program
\$49,300

BIT Salesforce
Curriculum
\$32,490

EMT Bootcamp
\$37,196

RN - Gero Nursing
\$28,600

17% Incentive Funding
17-18:
\$260,393

Total Allocation \$520,700

Total Allocation \$815,874

Total Allocation \$1,444,357

PCC NON-LEAD

Crosstown Engineering
Design Manufacturing Hub
\$150,000

Regional NetLabs Hub
\$60,000

Learn, Earn, And Prosper
(LEAP)
\$100,000

Noncredit CTE Readiness
Bootcamps
\$6,000

STEM Teacher Preparation
Pipeline
\$17,000

Career Pathways Specialist
\$120,000

Energy, Construction &
Utilites Project
\$67,700

Regional CTE Internships &
Jobs Academy (CIJA) 1.0
\$0

Career Pathways Specialist
\$120,000

Cloud Computing (NetLabs)
\$50,000

Energy, Construction &
Utilities
\$41,818

Internship/Job Placement
Specialist
\$120,000

NetLab Hub & Cybersecurity
\$155,556

Non-credit College &
Career Readiness
\$98,500

Regional Marketing
\$50,000

**SWP LOCAL
PROJECTS**
07/01/18 – 12/31/20

**ROUND 2-YEAR 1
ROUND 2-YEAR 2**

Across all	\$444,104
BIT Salesforce Student Pilot	\$2,823
BIT Salesforce Certifications	\$16,640
Industrial Quality Control (Biotech E&T)	\$104,102
Biomedical Manufacturing	\$42,640
Bioinformatics	\$55,120
EMT 1st Responder Academy	\$50,145
CNA/LVN/RN Pathway	\$ 89,568
AVID Media Composer Cert.	\$16,120
Avid Pro Tools Cert & Sppt	\$29,683
TVR Production	\$101,920
Digital Media Software Standards	\$17,053
VR Lab (Virtual Reality)	\$143,000
Automotive	\$88,400
E&T across all	\$32,508
Construction Inspection	\$101,308
Welding	\$62,400
17% Incentive Funding 18-19:	\$313,208
Total Allocation	
Round 2 Year 1 –	\$1,415,297
Round 2 Year 2 –	\$1,468,787

PERKINS

CTEA FY 17-18

ADMINISTRATION	\$35,902
BUSINESS – ACCOUNTING	\$17,353
BUSINESS – BIT	\$8,140
PARALEGAL	\$24,544
CHILD DEVELOPMENT	\$24,753
DENTAL ASSISTING	\$60,096
DENTAL HYGIENE	\$113,000
RESTORATIVE DENTAL TECH	\$83,258
AUTOMOTIVE	\$98,165
DIGITAL MEDIA	\$16,167
RADIOLOGIC TECH	\$89,700
LIBRARY TECHNOLOGY	\$7,876
BIOTECH	\$60,385
ACROSS ALL PROGRAMS LAC	\$20,400
ACROSS ALL CTE PROGRAMS	\$57,043
FASHION	\$9,690
COMMERCIAL MUSIC	\$27,485
TOTAL CTEA ALLOCATION	\$753,957
Additional Grants 17-18	
CTE TRANSITION	\$39,612
Total Allocation	\$793, 569

CTEA FY 18-19

ADMINISTRATION	\$38,305
BUSINESS – ACCOUNTING	\$14,943
BUSINESS – BIT	\$15,500
PARALEGAL	\$34,626
EMERGENCY MEDICAL TECH	\$29,442
MEDICAL ASSISTING	\$19,378
RESTORATIVE DENTAL TECH	\$72,323
ELECTRONICS	\$20,214
RADIOLOGIC TECH	\$55,887
LIBRARY TECHNOLOGY	\$5,244
RADIO & TELEVISION	\$139,790
WELDING	\$23,178
BIOLOGICAL TECHNOLOGY	\$62,428
ACROSS ALL PROGRAMS LAC	\$75,000
WORKBASED LEARNING	\$93,924
ACROSS ALL CTE PROGRAMS	\$95,142
FASHION	\$9,089
Additional Grants 18-19	
CTE TRANSITIONS	\$39,612
Total Allocation	\$843, 819

LA Hi-Tech	\$8,709,676
Career Center	\$260,000
SBDC 17-18	
SBA	\$240,000
Go-Biz	\$84,000
SBDC 18-19	
SBA	\$220,000
Go-Biz	\$150,000
Cathay Bank	\$15,000
City of Pasadena	\$5,000
Workforce Grant	\$50,000

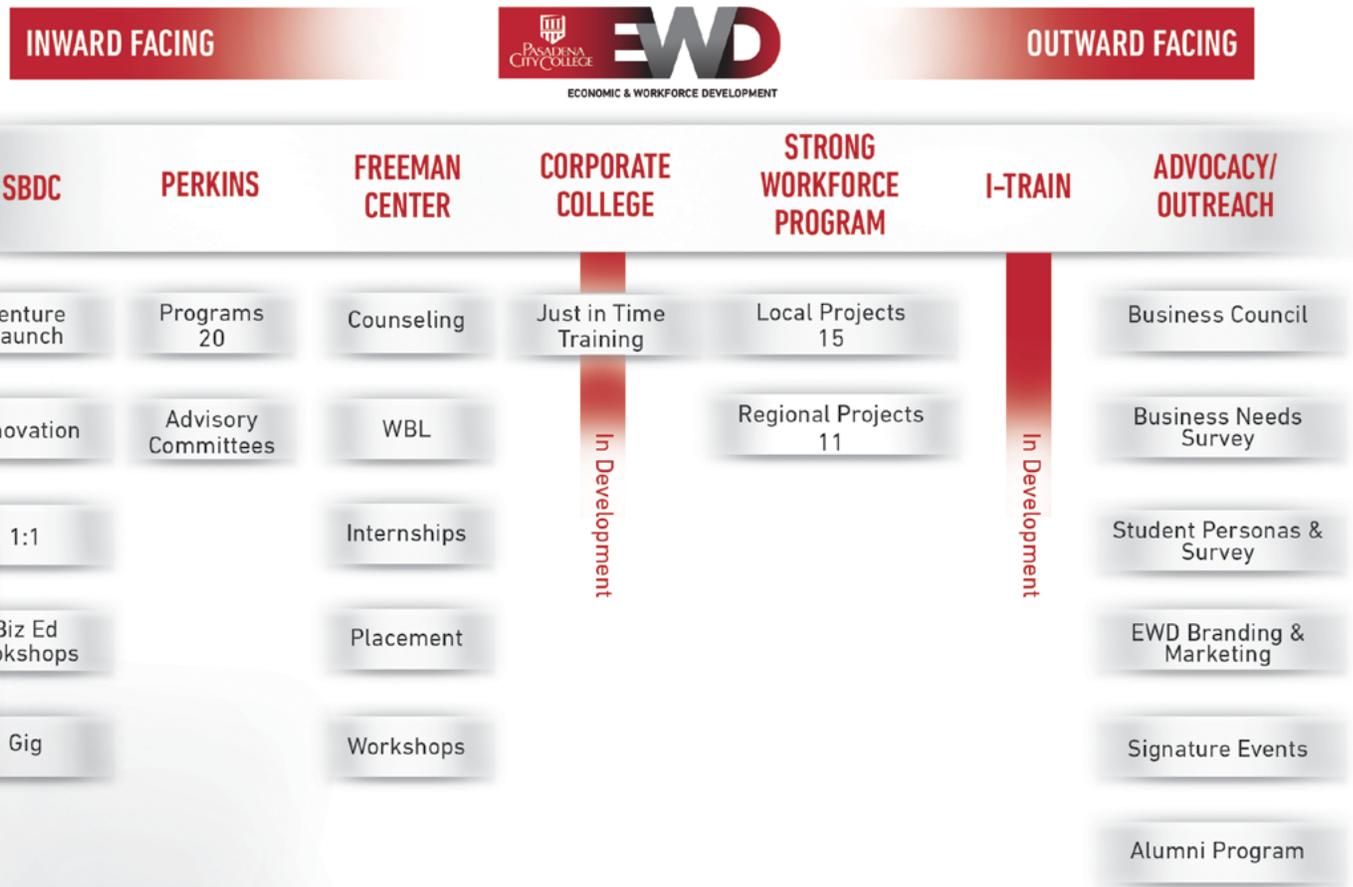
EWD ORGANIZATIONAL CHART

The EWD encompasses seven entities focused on access and empowerment to serve the needs of both our students and our community, inspire diverse students to transform their lives, drive regional economic development, and build global engagement and understanding.

EWD Internal Departments: Small Business Development Center (SBDC), Perkins, Robert G. Freeman Center for Career and Completion, and the Strong Workforce Program.

EWD External Programs: Corporate College, Strong Workforce Program, I-Train, and Advocacy/Outreach.

The evolving economy, emerging technologies, and generational trends are triggering paradigm shifts in how the higher education system delivers its services. Responding to feedback from our students, faculty and local industries, PCC is redesigning its departments and programs to provide spaces that promote a dynamic, fluid and specialized career development strategy to connect all students with meaningful learning opportunities, and well-paying jobs and careers. Central to the re-visioning process is a renewed focus on experiential learning that builds connections and partnerships between students and their real-world mentors. These connections will favorably position students to engage in today's and tomorrow's emerging workforce and build stronger ties to industry.



SMALL BUSINESS DEVELOPMENT CENTER

The Small Business Development Center (SBDC) helps small business owners succeed with low-cost training and no-cost one-on-one consulting from experienced entrepreneurs and industry experts. The SBDC has been hosted by PCC since 2013 and has since assisted area business owners to increase their sales, obtain loans, streamline operations, utilize new technologies, expand into new markets, and position themselves for long-term growth.

Objectives

- Provide PCC students with opportunities to develop their real-world business experiences and entrepreneurial endeavors.
- Assist the City of Pasadena and surrounding communities in achieving their growth and sustainability goals through small business development.
- Deliver workshops, trainings, one-on-one consulting, venture development, and other resources to businesses to hone their business skills and acumen and become better equipped for the incoming workforce.

Products and Programs

- 1:1 Advising: provided by experienced consultants, entrepreneurs and educators.
- PCC Venture Launch: This program is a 10-week course designed to teach lean methodologies to startup companies. The program combines theory with a ton of hands-on practice. Our goal, within the constraints of a classroom and a limited amount of time, is to give participants a framework to test the business model of a startup while creating all the pressures and demands of the real world in an early stage startup. Program completion will ultimately validate or invalidate a product market fit. Instructors are Don Loewel (SBDC Director) and Albert Napoli (Professor at the Lloyd Greif Center for Entrepreneurial Studies at USC), who use Lean Methodology curriculum created by Steve Blank (entrepreneur and professor at Stanford). Don and Albert have taught this program and mentored entrepreneurs at PCC, USC, Caltech and Cal State LA. Venture Launch is offered free of charge to PCC students and alumni and is the anchor of our innovation efforts on campus. The program will be taught in the new 2019 Freeman Center.
- The Gig Economy program: Grant-funded for two years and championed by Dr. Kimberly Shediak, Business Faculty at PCC. This program included monthly meetings with content developed and taught by SBDC advisors. The grant was funded for two years and ended in 2018, but we plan to continue the program as part of the SBDC. Dr. Shediak will partner with us to recruit students and we will fund, develop, and deliver the curriculum. We are excited to continue this program, as it was well-received by students. Meetings will also be held in the new Freeman Center.
- Biz Ed Workshops: Biz Ed is a series of educational workshops and seminars designed to provide entrepreneurs the latest industry trends in fields such as: marketing, advertising, legal, human resources, international trade, sales, customer service, process improvement, change management, accounting, financing, product development, data analysis, and web development. The seminars are tailored to fit the growing demands of businesses and deliver information, essential strategies, and best practices for businesses to succeed in today's ever-changing economic climate.

Staff

12 business advisors with domain expertise in areas such as: website development, legal advice covering intellectual property and trademarks, lending, global trade and logistics, marketing, retail/hospitality, import/export, product development, manufacturing, and accounting & finance.

Year-to-date Metrics

- 2,500 clients served (includes students, faculty, staff and outside business establishments in the San Gabriel Valley Region)
- 2,400 jobs supported
- 150 business starts
- over \$34,000,000 in capital infusion

Outlook

The SBDC focuses on our community and industry partnerships. The Center continues to develop through our partnership strategy to leverage existing resources throughout the region which has allowed us to work closely with investment firms, angel investment groups, incubators, accelerators, advocacy organizations, municipalities, and economic development agencies. Our collaborations on advocacy, workshops, access to capital, and additional site locations will continue to grow. We aim to exceed our grant milestones and support the success of Economic Workforce Development at PCC. Project short term goals include:

- Work to create a climate and culture of innovation and entrepreneurship on campus
- Increase the number of Venture Launch cohorts to three per year and a total of 30 teams
- Organize, fund, and execute the Gig Economy class at PCC
- Develop new programs that will engage more students who are interested in entrepreneurship
- Support EWD in their efforts to provide internships, work-based learning and contract education
- Double the number of clients seen by the center
- Expand our advising and workshops to other locations, including the Rosemead campus
- Add three to five new advisors, who are bilingual in Spanish, Mandarin, or Cantonese

PERKINS PROGRAMS 2017-2018

Perkins Programs are funded by Perkins Career and Technical Education Act, which was established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs

BUSINESS – ACCOUNTING

VITA (Volunteer Income Tax Assistance)
The program was in its first year on PCC campus. Faculty will propose new curriculum to offer credit for training and participation in the program. Students will have the opportunity to learn taxes, conduct interviews, screen the clients' tax forms, analyze those documents, prepare individual tax returns and do a final quality review. Additionally, they will be able to learn how to e-file documents and perform follow-up client contact. This will greatly increase their marketability upon graduation. Tutoring is one of the most effective ways to help all students, specifically students who are marginalized and have a traditionally lower success rate.

PARALEGAL

The program needs currently being met using CTEA/Perkins (yr. 2) funding are: Clerical Assistance, the maintenance of Alumni Records, general student information, tutoring assistance, field trips and student activities on campus, Law day events, new software that meets current skills, and professional development opportunities to maintain industry standards.

BUSINESS – BIT

Students in the BIT program benefit from having one-on-one peer tutors for courses. Our results show that students who receive tutoring perform better in their coursework and typically earn a higher grade in the course. Tutoring helps the student develop good study habits and puts them in charge of their own learning process. We have also found that when BIT students use tutors, their attitude toward the subject is improved, and students are more motivated to engage in self-directed learning. Many students in BIT have limited English Proficiency, and in the past, we have been able to have tutors who speak other languages making the funding for tutors essential.

CHILD DEVELOPMENT

Establish a two-year Teacher Assistant/Aide Certificate of Achievement that prepares individuals to assist a teacher in classroom settings. The Aides provide instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, and students learning english. This pathway would include newly developed Certificates of Achievement utilizing currently offered Occupational Skills Certificates allowing students to stack their earned certificates in incremental stages.

DENTAL ASSISTING

The Dental Assisting program will address the socio-economic impact on our students by the following strategies: Developing additional occupational skills certificates with current courses and pathways for students entering the workforce, returning to the workforce and/or seeking to develop additional skills and technology to remain in the workforce. This will address barriers with current students needing options to be employed and in school concurrently, current employees in dentistry that need additional education/ certificates to maintain employment and opportunities to collaborate with our high school population to be concurrently enrolled and our industry partners for additional internships in specialties/ certification. Additionally, out-dated equipment should be replaced with current industry standard equipment and safety. Funding will provide faculty professional development for effective teaching: participate in industry training workshops and other related professional development opportunities using Perkins funds; attend training specifically directed to better serve nontraditional career technical students. Lastly, meet with advisory board and industry partners to review program goals and activities.

DENTAL HYGIENE

Purchase of three replacement dental units with accessories to contribute to bring the facilities up to industry standards. Purchase of additional equipment for the implementation of the ITR Curriculum. Providing faculty professional development in current industry standards and effective teaching strategies by funding registration to attend the California Dental Hygiene Educators' Association's annual conference. Investigating articulation for graduates to the Bachelor's Degree Completion Program offered by West Los Angeles Dental Hygiene Program. Lastly, investigating recruitment activities directed toward the nontraditional male student.

RESTORATIVE DENTAL TECH

To address skills showing 3% below state-negotiated levels, the Program will use Perkins funds to educate students in digital CAD CAM and 3-D computer generative skills making them more competitive and capable of higher earnings. A 3-D printer, laser welder and associated software will be purchased to complement digital equipment already purchased. Detailed laboratory projects, demonstration cases, and evaluation instruments will be created to expand local and state-approved digital curricula in the newly revised Restorative Dental Technology Curriculum. Faculty will also be trained in digital technologies. Classroom-based tutors will be used to help students master new technologies. To address completions that are 20.76% below and persistence rates that are 8.41% below state-negotiated levels, faculty and tutors will work to identify students at risk within the first three weeks. Robust intervention and remediation plans for each student shall be developed

and students will be closely monitored during lecture and laboratory sessions for needed assistance. It is anticipated that providing students with needed digital equipment on campus and within the program so they may learn and practice necessary deficient skills will also help completion and persistence rates. The program will also strongly market its new local and state-approved curriculum that includes digital technology to feeder high schools, career centers, and veteran's centers to attract a stronger student body. Faculty will design and participate in recruiting events. A new program brochure will be developed and published.

AUTOMOTIVE

The automotive curriculum is being written to bring technologies up to date and also allow for growth, the tools and equipment must also be updated. To address skills advancement and core indicators of employment we will add the Snap-On industry certification and update training on wheel, tire and alignment advancements. The tools and equipment required would all advance or fulfill needs not met for SNAP-ON certifications. Therefore, all funding for CTEA 17/18 is for equipment.

DIGITAL MEDIA

Continue work to create new certificates for our area that specialize in Game Design and Interaction Design as clear pathways to both jobs and transfer. This will require new courses and a strong relationship (including current transfer agreements) with other institutions (like SMC for Interaction Design and Woodbury or USC for Game Design). Alongside portfolio

development, industry certification is also imperative to verify skills to potential employers. We propose creating certification boot camps in the summer, evenings and weekends. The certification tests can be given at PCC. Stipends will pay faculty or industry specialists to teach these boot camps. Non-traditional students need community within Digital Media. Therefore, we propose a speaker series and club emphasizing inclusion for non-traditional people within the workforce in digital media industries. Guests from industry will speak about the interview process and their experience as a non-traditional student and worker. Through the new Digital Media Incubator course offered next year, industry professionals will be visiting and helping students develop the soft skills and portfolios necessary to get jobs. Tutoring will help bring completion numbers up. These tutors will be in classes that require the support and funding will also go toward paying hourly instructional aides in the lab, increasing the availability of open-lab hours

RADIOLOGIC TECH

The Radiologic Technology Program will consider implementing additional occupational skills certificates such as CT, MRI, and Bone Density aligning them with current courses. Many of our students are returning to the workforce, are in the baby boomer era, or they have advanced degrees and cannot find employment. Students are seeking to develop additional skills by seeking current technology to educate and begin a career in the health care field or by returning to the health care field. Allow faculty to review course curriculum, occupational certificates, SLO's, etc., to interject opportunities for staff to teach hybrid courses. Allowing faculty to increase diverse populations, maintain current

technology and industry standards; creation of additional skill certificates at entry level as well as advanced placement into radiology specialties. Stipends for recruitment activities, supplies and materials for effective meetings with career days at the local high schools, counselors, work force development partners, etc. This project will address barriers with current students needing options to be employed and gain experience, knowledge and confidence to attend school concurrently. Many students or potential students are current employees in the radiology field and will benefit by additional education and/or certification. Equipment is in need of repair and outdated as compared to current technology. Leasing or purchasing of new equipment will allow us to be in line with other schools that offer the radiology program. This grant will allow faculty the opportunity to attend professional development seminars, conferences to learn and adapt to national standards and training seminars. Also maintain advisory meetings with industry partners reviewing program goals, student success and other concerns regarding the RDTCC Program.

LIBRARY TECHNOLOGY

Used funding to improve non-traditional participation and retention: Program coordinator will consult with Certificate Advisory Committee, PCC Counseling and Coordinators of other California Community College Library Technician programs to identify effective recruitment strategies for nontraditional recruitment. As part of curriculum review, we will consider if additional recommended electives can be identified to address the needs of limited english proficiency

students. Continue specialized course-integrated instructional aides for selected certificate courses. Identify internship opportunities & improve employment data. Program coordinator will work with the advisory committee and area libraries to develop additional internship sites for Library Technology and Digitization Skills students. Program coordinator will work with IPRO to develop a student and alumni employment survey to identify more specific data on employment. curriculum review & program expansion. Program coordinator will work with advisory committee and program faculty on biennial review of curriculum and program outcomes. Seek professional development stipends for collaborative program enhancement and individual course improvement. We will seek program improvement stipend for adjunct faculty subject expert(s) to develop curriculum for new Archives & Special Collections Assistant Certificate of Achievement.

BIOTECH

Providing training on a specialized analytical flow cytometry technique routinely used in the biotech industry and academic research laboratories will be added to the curriculum. A demonstration flow cytometer unit was loaned to the program; funding will allow for purchase of our own equipment.

ACROSS ALL PROGRAMS LAC

The LAC supports students' needs through individual tutoring, group/walk-in (peer) tutoring, lab assistants, and specially trained assistants for students within a CTE program.

ACROSS ALL CTE PROGRAMS

The EWD handles all requests by CTE faculty and staff regarding conferences, equipment, CTE events, budget management, etc. Professional development, training (for students, staff, and faculty), new technologies, teaching methodologies, new software, and stipends for program revision are just a few of the areas covered. The applications, quarterly and final reporting, and communication with the Chancellor's Office are handled as well.

FASHION

Perkins funds will be used for salaries of peer tutors or Academic Student Learning Assistants. Tutors help to increase skill attainment success rates and prepare students to excel in highly technical fashion jobs.

COMMERCIAL MUSIC

Modernizing a Music Lab facility will allow us to initiate our new Music Entrepreneurship Certificate program while improving, expanding and modernizing our existing Commercial Music and TVR programs with relevant industry standard technology. An important element of this proposal is to train commercial music faculty for Avid Instructor Certification, allowing PCC to become an "Avid Learning Partner" institution. This will allow PCC to grant Avid Pro Tools Certifications to students. These certifications help professionals attain and demonstrate the skills and credentials they need to increase their value, competency, and efficiency in the highly competitive media industry and are recognized by top music, post-production, movie, television, and broadcast facilities worldwide significantly increasing certified students' employability. Funding will primarily pay for the Avid software and train-the-trainers certifications.

1718 TRANSITIONS

Activities for Transitions include: Professional Development, only CTE Transitions Project Director may attend the statewide Educating for Careers Conference. Joint training may be funded for secondary or postsecondary counselors, teachers and faculty directly related to CTE Transitions activities. Conduct workshops "faculty Symposium" for faculty and counselors to include awareness information on curriculum alignment, programs of study, articulation agreements, credit by exams, and concurrent enrollment and transfer opportunities. Outreach and career exploration is allowable as it facilitates the transition from secondary to postsecondary CTE programs. Provide targeted and specific support to high schools with course level articulation agreements, i.e., CTE content for secondary instructors, students, counselors, administration, and parents through CTE faculty and staff visits. New articulation agreements may be created or existing ones renewed, while we will host faculty-to-teacher meetings to plan and create articulation agreements with the healthcare academy and construction courses of study in the local high school districts.

PERKINS PROGRAMS 2018-2019

ADMINISTRATION

EWD & CTE Support

BUSINESS – ACCOUNTING

Expansion of the IRS VITA program to increase student employment opportunities. Revision of the Certified Bookkeeper Program to boost accounting skills using Quickbooks software.

BUSINESS – BIT

Program improvement center around helping students in our Accounting, Business Information Technology, Computer Information Systems, and Design Technology programs attain industry certifications in QuickBooks, IC3, Microsoft Office MOS, and AutoDesk AutoCAD. We require 30 laptops and a laptop cart to move from classroom to classroom to administer these certification tests. Currently we have only 10 laptops in a 20 laptop cart.

PARALEGAL

Program needs currently being met using CTEA/Perkins (yr. 3) funding are: Clerical Assistance, the maintenance of Alumni Records, general student information, etc. Tutoring Assistance to assist students as needed. Field trips and student activities on campus. Law day events and new software to meet current skill demands and professional development opportunities to stay current with industry demands and materials.

EMERGENCY MEDICAL TECH

The Emergency Medical Technician Program is underperforming and on probation with the local accrediting agency. To meet accreditation standards and get off probation, a number of priorities have been or

are being addressed. The program (and course) has recently been modified to meet current educational standards, beginning Summer 2018. Success and retention in the program needs to be improved; a mentoring and tutoring program will be established. Faculty will be offered training and professional development opportunities.

MEDICAL ASSISTING

To address certification test issues, we propose to develop tutor/faculty led exam prep sessions in study cohorts. A faculty stipend to develop exam prep program; tutors to assist with exam prep study group sessions. Additionally, we request purchase of lipid/cholesterol test kits.

RESTORATIVE DENTAL TECH

The Program will use funding to educate students in digital CAD CAM and 3-D computer generative skills, making them more competitive and capable of higher earnings. A 3-D printer, laser welder, and associated software will be purchased to complement digital equipment already purchased. Faculty will be trained in digital technologies and attend major national conferences to stay current with technology. Classroom-based tutors will be used to help students master new technologies.

ELECTRONICS

Update course curriculum through C&I. Establish baseline curricular changes with local industry representatives, determining which industry-based certifications are the most important to include in the program. Work with counselors to update them on current program and industry

opportunities. Purchase LabVIEW software for updated programming practices; replace existing test equipment.

RADIOLOGIC TECH

The Radiologic Technology Program will address implementing additional occupational skills certificates such as CT, MRI, and Bone Density, aligning them with current courses. Allow the program to purchase laptop computers for testing purposes since the program has no computer accessibility. Offer faculty and students the opportunity to attend professional development seminars and conferences.

LIBRARY TECHNOLOGY

Faculty professional development to improve skill attainment rates for groups identified as below performance goals. Professional development will focus on equity, teaching skills, integration of technology, and refinement of techniques for course and program. Stipends will support adjunct faculty participation. Develop curriculum for the newly approved Certificate of Achievement in Archives & Digital Collections Assistant. Acquire specialized equipment and technology to support student skill attainment for specialized archives and digital collections employment opportunities.

RADIO & TELEVISION

Train students to be multi-skilled potential employees by providing state-of-the-art additions to department equipment: Six production/HD camera packages, Ross production switcher, Ross Overdrive automation software, studio lighting (grid and LED's), WFM 7000 HD.

WELDING

Employment data as a cohort is too small to count, registers as N/A. However, the implementation of new techniques, equipment, and industry credentials will draw a larger student contingency allowing for measurable/reportable employment figures.

BIOLOGICAL TECHNOLOGY

Expansion of cell culture laboratory has resulted in need for new equipment, both technological updates and replacement.

ACROSS ALL PROGRAMS LAC

The LAC supports students' needs through individual tutoring, group/walk-in (peer) tutoring, lab assistants, and specially trained assistants for students within a CTE program.

WORK-BASED LEARNING

An educational strategy that links school-based instruction with activity that has consequences and value beyond school. Includes internships, apprenticeships, workplace simulations, student-led enterprises and other opportunities in the business and nonprofit arena.

ACROSS ALL CTE PROGRAMS

The EWD handles all requests by CTE faculty and staff regarding conferences, equipment, CTE events, budget management, etc. Professional development, training (for students, staff, and faculty), new technologies, teaching methodologies, new software and stipends for program revision are just a few of the areas covered through Across All. The applications, quarterly and final reporting, and communication with the Chancellor's Office is handled as well.

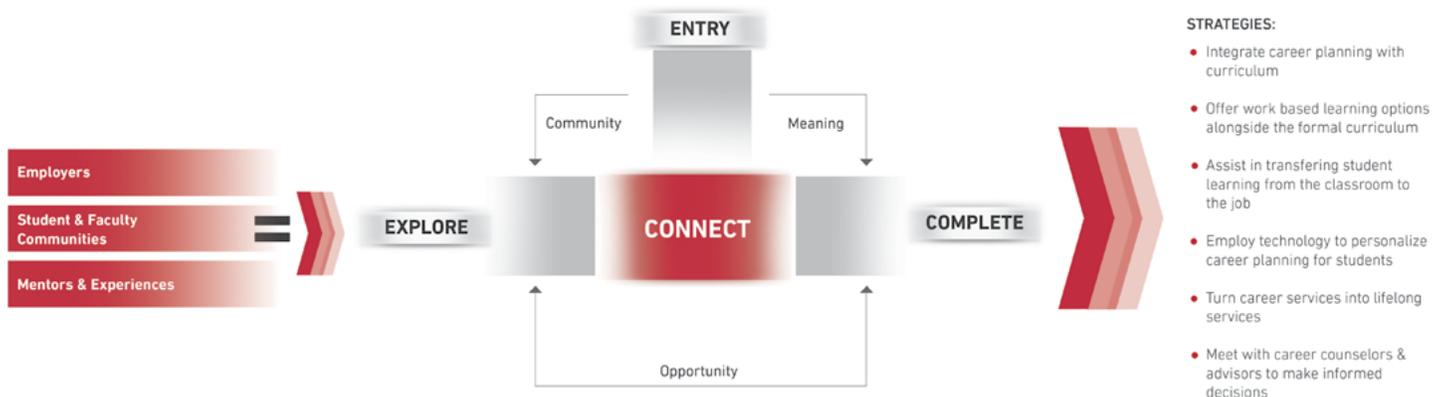
FASHION

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CTE TRANSITIONS

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ROBERT G. FREEMAN CENTER FOR CAREER AND COMPLETION



Overview

- Trained counselors connect student attributes and life situations to possible career options through personal exploration with a professional career counselor.
- Career counseling can be especially beneficial to those who feel unable to move forward due to developmental and emotional barriers. Career counselors explore the history and behavior of the student to help them understand their own motivations and desires more thoroughly.
- The counseling process continues through course and program choices, experiences through learning opportunities, job and career searches, and placements.
- After assessing the student's values, personality traits, strengths and challenges, counselors use well-researched techniques to help students overcome blocks, make decisions and create a career action plan including academic preparation.
- Career Counselors support students through by researching fields that match their interests, setting up informational interviews with industry partners and targeting or creating employment that meets their needs. Counselors work to empower the students to become as active as possible in this process.

Progress

Career Sorter: Help identify undecided vs. decided students on a caseload basis. In an attempt to support all PCC students, the Freeman Center will help address and aid in the support of meeting the student at their level to accomplish their goals.

Caseload Triage:

- Undecided students will be contacted and supported by Career Counselors, Advisors, Interns, and workshops.
- Decided students will be contacted and supported by Advisors, Employment Specialists, Job developers, WBL, Internship programs, and workshops.

Career Badge: Develop a badge that develops student core competencies. Achievement of the badge will track milestones such as: declaring a major, developing a resume/LinkedIn, and attending career activities related to their occupations (e.g., career fair, internship, volunteer, job shadow, informational interviews, etc.)

How to Videos: resume writing, interviewing, networking, navigating a career/job fair, etc.

Work-based Learning

Overview

WBL addresses multiple student success factors simultaneously. High-quality WBL opportunities allow students to gain the “hard” and “soft” skills and knowledge that supports their persistence, completion, and job readiness. These experiences, brokered by educators and employers, help eliminate barriers that students without strong social networks may face when seeking out work experience opportunities.

WBL happens along a continuum of activities and requires services geared towards those activities at stages ranging from career awareness, exploration, and preparation. The newly redesigned Freeman Center is embedding WBL in new programming and is engaged with Guided Pathways to ensure that both Career Services and WBL remain aligned with the overall goals of career and completion.

Achieving three main themes:

1. Increase student achievement – persistence and completion
2. Build technical skills – application of acquired skills
3. Increase student employability – learning on the spot soft skills and work readiness

Progress

- For the 2018-2019 academic year, PCC offered a total of 2,738 Work-Based Learning opportunities, including internships, clinical and work experience, job fairs, field trips, industry tours, and more.
- Specifically designed software - Jobspeaker, Graduway, and Nepris – will be available through the new Freeman Center to support both career selection services and alumni engagement.
- Investments have been made to establish connections for mentoring, networking, and experiential learning through the use of academic advisors, completion coaches, job developers, and internship specialists.

Internships

Overview

- These opportunities offer a form of WBL that provides meaningful engagement within businesses and industries for credit or pay.
- The hands-on, in-the-field experiences enhance and provide context for coursework and studies.

Progress

- Systems are in progress to track and report WBL activities at the course/section (XB 09) and student (SG21) levels, with the Chancellor’s Office as the final destination.
- Newly devised internship courses (paid and unpaid) – BUS 070QA and BUS 070B – become active in Summer 2019.
- PCC has generated a templated General Agreement for business partners, which will streamline the process of creating internship and WBL options.

Partnership

Present

- Pathways First Year Experience: workshop development
- Veterans: advisor provides career services at the center
- NextUp program (foster youth): provide a series of workshops on 21st- Century skills in the workplace
- Child Development: support group
- STEM Community Pilot (Guided Pathways): planning workshops and events
- CalWORKs: Resume development

Progress

- Support satellite (Foothill, etc.) campuses with career services
- Develop relationships and serve the six career communities by collaborating with the coordinator to infuse career objectives
- Develop partnerships with academic departments such as Math, English, and Speech to embed career assignments in their curriculum
- Online Counseling: Cranium Café is a platform that will allow us to serve our students online through videos for distance learners and satellite campuses without career services.
- Informational interview listserv: a list of alumni and local industry partners for students

Center Future Outlook

Deeper and more varied connections established throughout the PCC course of study will result in students better equipped to meet the needs of their future employers.

- Early exposure to career awareness, skills exploration, and job preparation will help students make critical choices earlier in their PCC journey, and enhance the learning they achieve along the way.
- Successful WBL practices will inform an ever-growing catalog of opportunities as local industries and businesses embrace the opportunities that well-trained students bring to their enterprise.
- As demand and data dictate, staff will be added to provide support for more students, build stronger partnerships within the community, and engage more community resources such as volunteers and mentors in the process.
- Students who are well-aligned with their school and career goals should persist through to completion and find the job or career they seek within a reasonable amount of time.
- Career platforms and other technical supports will provide the metrics needed to measure the success of individual students, programs, and community engagement activities, giving PCC the data it needs to make strategic investments in future educational options.

PCC Corporate College will mobilize our region for the new economy by offering professional development and training solutions for people, businesses, and community organizations throughout LA County.

Description

PCC Corporate College workforce training solutions serve regional businesses, corporations and industries, and include credit and non-credit classes in areas such as technology, leadership, business innovation, and customer service skills. Our unique, consultative approach helps corporate clients train and retain a skilled, motivated workforce.

Outlook

Corporate Education Training Programs

Our corporate education training programs are led by experienced professionals and educators who understand the needs of adult learners. We analyze employee surveys, post-training evaluations, labor market data, and industry trends to ensure we are developing competency-based, responsive learning systems that are sensitive to the environment and needs of our clients. Each program is custom-designed and scalable to fit individual business needs and will grow with ongoing feedback and program re-assessments.

STRONG WORKFORCE PROGRAM

REGIONAL PROJECTS

ROUND 1
07/01/2016 - 12/31/18

PCC COLLEGE-LEAD

San Gabriel Valley Cooperative Work Experience Education Collaborative & WIOA Partnership for Jobs

A regionally-based project to align and consolidate CWEE/ Internship efforts, strategies, and partnerships between Pasadena City College, Glendale College, Citrus College, and Rio Hondo College.

Funds: \$476,124

LA BioScience Collaborative

This is a collaboration of LA County colleges electing to use SWP funding for starting/augmenting training programs for biotech laboratory skills. Addresses skills and employee gaps in entry-level bioscience jobs.

Funds: \$125,121

NON LEAD

Crosstown Engineering Design Manufacturing Hub

Provide a systematic, broad-based Engineering Design Manufacturing Pathway that emphasizes the most prevalent design, fabrication, and manufacturing technologies.

Funds: \$150,000

Regional NetLabs Hub

This regional consortium of community colleges will give Southern California students round-the-clock access to CTE training and virtual labs. The virtual lab system will be used for courses that prepare students for jobs in IT and Cybersecurity.

Funds: \$60,000

Learn, Earn, And Prosper (LEAP)

Partner with lead campus (Cerritos) to facilitate: integration of Viridis platform, student recruitment, and jobs matching.

Funds: \$100,000

Noncredit CTE Readiness Boot Camps

One noncredit faculty member will provide feedback/ technical assistance to Mt. SAC (lead college) regarding the CTE readiness/noncredit boot camp curriculum. Pasadena City College will adopt completed noncredit curriculum.

Funds: \$6,000

STEM Teacher Preparation Pipeline

Aims to provide a model of contextualized teacher preparation that successfully recruits, trains, and supports existing and future educators throughout the state of California in the areas of STEM and CTE.

Funds: \$17,000

Career Pathways Specialist

A Career Pathways Specialist will work to improve/create relationships with feeder schools and the create and/or revise articulation agreements. Create seamless transfers for incoming pathway students.

Funds: \$120,000

Energy, Construction & Utilities Project

Faculty from specialized areas: Construction, Electronics & Electricity, Energy Systems, Welding, Engineering, etc., will work to improve/create relationships with feeder schools and create seamless transfers for incoming pathway students to fill the needs in the local trades/industry.

Funds: \$67,000

Regional CTE Internships & Jobs Academy (CIJA) 1.0

Aims to provide a model of contextualized, provide contact information for campus leaders (ASG student leaders, Academic Senate President, Student Life Leader, CTE Faculty, and CTE Dean) to disseminate information to students on the Regional CTE Internships & Jobs Academy (CIJA) launch and participation.

Funds: \$0

ROUND 2 & 3 (07/01/2017 - 12/31/19) (07/01/18 -12/31/20)

PCC COLLEGE-LEAD

Biotech Collaborative

Lead the regional project that will: 1) Increase training capacity using industry-aligned curriculum in certificate programs to close the supply gap in LA County for middle-skill bioscience workers, 2) Create work-based learning and/or dual enrollment opportunities for high school students and basic skills learners, and 3) Market the opportunity of the bioscience certificate and AS, along with the statewide opportunity of a BS in biomanufacturing and biotechnology.

Funds: \$180,000

Career Pathways Specialist

Focus on eight priority industry sectors with highest labor market gaps. Objectives include: expand career pathway alignment to implement alternative methods for gaining credit; implement dual enrollment; implement CATEMA to track credit attainment.

Funds: \$120,000

Cloud Computing (NetLabs)

Non-credit short-term, vocational credentials leading to employment.

Funds: \$50,000

Energy, Construction & Utilities

Project will develop solutions to address workforce shortfalls, such as: outreach campaigns and integrating industry and academia in a campaign to address the shortfalls. The EC&U Sustainability Pathways project continues an initiative that responds to sector employers' needs for a trained and employment-ready workforce.

Funds: \$41,818

Internship/Job Placement Specialist

Hire an internship placement specialist or use funds to supplement existing job and internship placement activities at the college that already have staffing.

Funds: \$120,000

NetLab Hub & Cybersecurity

Participation in regional NetLab Hub will give students round-the-clock access to CTE training and virtual labs, which will be used for courses that prepare students for jobs in IT and CyberSecurity.

Funds: \$155,556

Noncredit College & Career Readiness

Expand noncredit to credit pathways, work with pre-CTE and pre-apprenticeship courses and programs.

Funds: \$98,500

Regional Marketing

Funds for local CTE marketing

Funds: \$50,000

Total Allocation (Per Round): \$815,874

LOCAL

ROUND 1 (07/01/2017 - 12/31/19)

Automotive Technology - MLR & Auto Fundamentals

Implementation of the Maintenance and Light Repair (MLR) program, a regional partnership with Citrus College through the LAOCRC that will increase certificate completion and entry-level job placement in target areas of this sector.

POC & Funds: Wendy Lucko \$150,000

Biotechnology - Program Expansion

Expand the size of the Biotechnology Lab to double the square footage, allowing us to increase class size by 33% and enabling one to two additional course sections per semester. Funds will also support additional essential equipment. This program is critical to the college's participation in a regional Bioscience Collaborative project.

POC & Funds: Pamela Eversole-Cire- \$86,091

Business Information Technology - BIW II Pathway

Implementation of a new course — BIT 135 Customer Relationship Management — using the Salesforce Customer Relationship Management platform.

Shelley Gaskin & Alicia Vargas- \$32,490

Construction Inspection Program Vitalization

Redesign the Construction Inspection Program to help address the supply/demand gap in LA County in occupations such as: housing code enforcement, combination mechanical inspectors, building engineering, commercial and specialty inspectors. Funding will be used for curriculum enhancement, equipment, contracts with local municipalities for work-based learning and development of a virtual reality building model for virtual inspections.

Mel Plummer- \$100,000

Emergency Medical Technician - Certification Readiness

Emergency Medical Technician - Certification Readiness: This project is designed to improve students' skill gains and prepare graduates for required third-party credentials for employment as an Emergency Medical Technician (EMT). PCC will develop and deliver a boot camp to prepare graduates of the health sciences EMT certificate program to pass the certification exam.

Barbara Freund- \$37,196

Entrepreneurship Across the CTE Curriculum

Addresses the general gap in entrepreneurship and "intrapreneurship" skills for students that are earning certificates of achievements in other CTE disciplines. The 12-unit Entrepreneurship Certificate will fill this gap by providing a certificate that can be completed in as little as one semester and can be stacked onto another technical Certificate of Achievement or degree, enabling graduates to have skills necessary to start their own business. Technology purchases will enable students on-the-ground to utilize open-source materials without having to purchase or own any tools.

Kimberly Shediak- \$28,260

Geotech Program Vitalization

GIS skills are valuable for students pursuing higher-level work in Geology, Geography, Ocean Science, Anthropology, Biology, Urban Planning, Criminal Justice, Business/Marketing, and a number of other disciplines. Plans for the certificate are to build industry certification into the curriculum, so that upon completion, students also can be certified in ArcGIS Software – the industry standard. This investment provides a Program Director – a lead faculty member that can help promote the program, organize and conduct industry advisory meetings, and work with adjunct faculty to develop and refine curriculum – as well as support for the ArcGIS software and outreach and promotional activities.

Barbara Freund- \$37,196

SECTOR - Advanced Manufacturing and Advanced Technology

Creating four occupational skills certificates and two certificates of achievement in this sector that will prepare students for entry-level employment opportunities in a cluster of occupations including: Civil Engineering Technicians, Electrical and Electronics Engineering Technicians, Industrial Engineering Technicians, Mechanical Engineering Technicians, Engineering Technicians, Electricians, Computer Numerically Controlled Machine Tools Programmers, Metal and Plastic, and Electrical and Electronic Equipment Assemblers. Investment in upgrading machine shop equipment and electronics labs that will directly impact the student learning outcomes.

Arineh Arzoumanian- \$282,000

Specialty Nursing – Gerontology RN

This is a new program to develop a stackable specialty certificate in gerontological/elder care nursing. Building upon PCC's existing RN clinical elective course and components of PCC's Certificate of Achievement in Gerontology and the Eldercare Certificate, we propose a short-term, intensive clinical residency immersion paired with didactic instruction in gerontology to result in the Certificate of Clinical Residency Specialty in Gerontological Nursing.

Barbara Freund- \$28,600

TVR Program Enhancements

Development and technical support of courses including virtual environments (sets), graphics, and production automation in order to expand enrollment in the existing Television Operations program.

Edward Lowrie- \$49,300

Welding Technology - Fabrication/Skill Building

Implement two new state-of-the-industry certificate programs offering a Certificate of Achievement and industry recognized certifications. These new certificate programs will enhance the current Los Angeles City Structural Welding License preparation and enable the program to more closely align with the standards of the welders and pipefitters union.

Misty Henry- \$123,000

TVR Program Enhancements

Development and technical support of courses including virtual environments (sets), graphics, and production automation in order to expand enrollment in the existing Television Operations program.

Edward Lowrie- \$49,300

ROUND 2 - YEAR 1 & ROUND 2 - YEAR 2 (07/01/18 - 12/31/20)

Biotechnology: Biomanufacturing

Exposure to new methodologies and instrumentation for Biomanufacturing will be incorporated into BIOL 110 and other existing biotech courses. Professional development for Biotechnology faculty is currently being funded through SWP regional Partnership. We anticipate that the new Biotech Program pre-requisite (BIOL 110) will increase the success and completion rate of students within the Biotech program which will lead to increased transfer rates. New/modified curriculum – Enhance new curriculum for BIOL 110 to meet current Job demand. Professional development – (Paid for through SWP Regional Partnership) Marketing/outreach – Currently being paid through SWP Round 1. Equipment – New Fermenter (used broadly in Biomanufacturing Process) for incorporation into BIOL 110 and other courses. New mammalian cell-incubator for Biomanufacturing training. Facilities upgrades/retrofits will move into existing space made possible through SWP-Local Round 1.

Pamela Eversole- Cire \$42,640

BIT: Salesforce Student Pilot

Use Salesforce (the largest and most popular CRM platform used by over 100,000 companies) to track student progress toward a certificate and to communicate with these students to encourage certificate completion. By using Salesforce, we can track course completion and also track student intent by recording student “signals” during a course. For example, if a student comments to an instructor during the course that he or she is enjoying the course or would like to learn more about a topic, these “signals” can be tracked and the student can be further encouraged to work toward successful completion of the course and the certificate. This is referred to as proactive outreach. Salesforce is now being used by colleges—including several community colleges—for student recruitment and retention. Additionally, Salesforce has a tight integration with Banner (LancerPoint), so Banner can easily push student information to Salesforce. PCC has ten Salesforce licenses for testing This is complete and obtained for free from Salesforce as part of a higher ed initiative on the part of Salesforce.

Shelley Gaskin- \$2,823

Biotechnology: Bioinformatics

Increasing the capacity to teach Bioinformatics will increase the skill set and job procurement potential for students completing Biotechnology Certificates.

Pamela Eversole- Cire \$42,640

BIT: Salesforce Certifications

The new course in the curriculum—Customer Relationship Management—will improve the skills of certificate completers and offer the students a Salesforce Credential upon completion. The plan is to identify two faculty members to research and develop the curriculum plan, the courses, and move the proposal through C&I with fifty hours of faculty research and development.

Pamela Eversole- Cire \$42,640

Construction Inspection

Provide an enhanced learning experience with real life hands-on familiarization with inspection/construction techniques. This would further enhance the students' placement and employability since it is now a requirement within the industry that all inspectors be ICC certified within their first two years of employment.

Mel Plummer- \$101,308

Digital Media Software Standards

New/modified curriculum in the expanding world of software development is an ongoing responsibility. Marketing/outreach including work with students, staff, and industry partners to promote the program is led by the faculty area head, Masood Kamandy. Facilities upgrades/retrofits and proposed software purchases can be used within the existing facility and subsequently re-installed to anticipated upgraded computer systems. Curriculum is subject to regular review in light of employment needs, student interests and always in-line with the goal of completion.

Joseph Futtner- \$17,053

EMT First Responder Academy

This project proposes to study and develop a comprehensive first responder academy, building upon the current EMT course and offering additional certifications such as: certified first responders, rural domestic preparedness, wilderness first responder, and law enforcement first responder. Additionally, we propose to continue to offer exam preparation for the national certification exam. The proposed certificates are stackable and required as recertification for law enforcement and firefighters. National certification is required. Newly revised and stackable credentials allow for completion in steps, with each step an individual completion. First responder categories enhance employment options and opportunities.

Barbara Freund- \$50,145

Engineering & Technology

This proposal seeks to secure additional support for all Engineering & Technology programs. With the development of a new program "Industrial Quality Control" and expansion of advanced manufacturing programs, additional third-party credentials are being considered by faculty. Advisory committees will be formed in the month of February to inform curriculum and program/certificate development.

Arineh Arzoumanian- \$32,508

EV & Hybrid Technology Program

Basic breadboard circuits and high voltage meters are needed to work on higher voltage systems. These tools and equipment will help students understand the testing material on the ASE A6 and L3 National test. All equipment aligns with Industry and NATEF standards.

Wendie Lucko- \$88,400

Industrial Quality Control

New courses need to be developed to address the competencies and skillsets required by our industry partners. A graduate from our program who understands what ISO9000 is all about, its terms, what is expected, how it works, how it's audited, etc., would have a commercially valuable skill set.

\$104,102

Music Entrepreneurship Certificate/Commercial Music Certificate

Our recording and production sequence trains many of our students with pertinent skills to acquire gainful employment and our aim is to keep the program flourishing by having PCC become an AVID Certified Training Institution and by maintaining equipment to par with industry standards. This will allow us to offer students a smooth transition from the academic setting where they acquire skills needed to the real-world setting of their profession.

Zac Matthews- \$16,120

Registered Nursing, Licensed Vocational Nursing

This project proposes to expand current Certified Nursing Assistant (CNA) enrollment through the development of faculty, approved by an external accreditation board, to teach at the CNA level. This will provide a pipeline of qualified applicants for the subsequent ladder programs, namely, Licensed Vocational Nursing (LVN) and Registered Nursing (RN). This project will be positioned to offer a seamless transition from CNA to LVN to RN, thus providing gainful employment and offering a future roadmap.

Barbara Freund- \$89,568

Television (including combined TV/film/video)

This project will build on the plan to develop the technical and creative skills required to produce television content in a virtual environment using automated production workflows.

James Patrick- \$101,920

VR Lab Virtual Reality

Rapid technology advances in virtual reality (VR) have resulted in the growth of many areas of Digital Media, including consumer product development, medical research, and government applications.

Joseph Futtner- \$143,000

Welding

Create a new Certificate of Achievement that will take welding trainees with no welding experience to Los Angeles Certified Structural Welders. Although there are currently several certificates offered in the welding program, none of them offer an industry credential. The new one-year program will be a total of 16 units, allowing students to access financial aid. C & I will be an integral part of the creation of this program and the new classes that need to be created.

Misty Henry- \$62,400

I-TRAIN

As a workforce development service and training provider, we must think differently about the way our community network conducts business and meets the needs of a new workforce.

Description

In partnership with the workforce development board, the use of the Intrastate Training Resources and Information Network (I-TRAIN) software offers an interactive, simple interface that improves traditional workforce development service delivery. I-Train is an e-directory that connects program sites, Employment Development Department (EDD) offices, and One-Stop centers with program information regarding training program descriptions, cost per student, cost breakdown, PELL Grant eligibility, program requirements, target sector/occupation, wage and occupation expectations, and enrollment schedule.

Progress

I-Train Programs for 2017 – 2018 Academic Year provided by South Bay Workforce Investment Board

- 1) BIT – Administrative Assistant
- 2) BIT – Business Information Worker
- 3) BIT – Business Software Specialist
- 4) BIT – Office Assistant
- 5) Emergency Medical Technician
- 6) Certified Nursing Assistant

The wider network of PCC stakeholders must be further engaged through our burgeoning Advocacy/Outreach program. Program objectives are led by the Business Leadership Council (BLC), Business Needs Survey, Student Personas & Survey, Branding & Marketing, and Signature Events. PCC is engaged in three current projects that will enhance our Advocacy/Outreach efforts:

Business Leadership Council

The PCC Business Leadership Council (BLC) draws from a large contingent of national and international businesses with strong connections to the local community to explore the future economic needs of the area and design the education systems needed to fulfill them.

The Council is responsible for:

- Developing a clear vision of the region's long-term prospects;
- Clarifying existing and emerging economic and social issues;
- Creating collaboration and innovation opportunities between the business and college communities and
- Promoting responsible business leadership across the region.

Regarding PCC activities, the Council guides curricula and Work-Based Learning development and facilitates the business partnerships that support internships, experiential learning, and career hiring.

Outlook

Combining the perspectives and assets of PCC with those of its surrounding industrial community, the Council will assist in the development of educational, job and career opportunities for every PCC student, including clarification of the skills and abilities needed to perform the work and the credentials needed to achieve industry, regional or state certification. With this information, PCC leadership will devise the courses and programs needed to produce the workers for those jobs, including both classroom and field learning opportunities. Future graduates will be well trained to assume the responsibilities and benefits of participation in the thriving economic community that will result from the cross-community teamwork of the school, the local business community, and local and regional governments.

Business Needs Survey

In response to market research, PCC has hired a consultant to conduct a Business Needs Survey to identify emerging job and career opportunities. The scope of the survey includes:

- Assessments of the five priority industries identified for the PCC region;
- A survey sample of at least 100 businesses per industry for a total of 500 organizations;
- The anticipated growth of businesses and industries in the coming years;
- The identification of workforce development opportunities;
- Job and career options that support internship and tailored educational opportunities;
- The skills and certifications those jobs require, and
- The number of future workers anticipated for future industrial expansion, including numbers of potential employees for specific companies

Student Personas & Survey

A central piece of engagement is the student messaging puzzle. In past years, PCC has worked with a consultant to determine the personas that represent the general student population. In 2019, we will update the current personas of the existing PCC students and include targeted reach of students who are not on campus or already fully exposed to PCC EWD and Strong Workforce programs. The goal of the student personas is to reference specific persona identities based on individual needs.

The persona process includes:

- Conducting random and targeted student interviews necessary to provide a more in-depth analysis for potential students;
- Creating a need-based feedback report based on student and campus interactions;
- Developing messaging and platform recommendations per student persona.

We can select the student persona who already is a current PCC student and needs more guidance towards a career. Or perhaps there is the student persona who is a recent graduate from high school who thinks college is a waste of time and money and just wants to work full-time. Because we will have identified and built these personas and their messaging, at any given moment, our team will be prepared with templates to quickly populate any base ads, outreach materials, or campaigns and further personalize options.

Branding and Marketing

PCC's strategic march to the future requires an equally thoughtful rebranding of its assets and offerings. The school is actively engaged in brand-building and marketing campaigns and we have developed both a new logo and a new website in the past year:

- Rebranding efforts will reinforce the EWD brand as a place to find a strong future.
- Refreshing the EWD image and positioning in the greater community will provide new inspiration and clarity.
- It will attract businesses with which to partner.
- It will entice future students to register and gain the future of their choice.

Signature Events

As another connector between school and community, the hosting of an annual Signature Event will give PCC, its students and its business community partners an opportunity to showcase what they've done and where they are going in the future.

- The inaugural Signature Event is in development with a possible theme of "The 'Future of Work' Symposium."
- The discussion will bring the community current on the status of the economic transformation underway, the changing work demands on both employers and employees, and the impact of technology on existing and future industries.

Alumni Program

The program is currently in development.

In partnership with PCC Foundation and utilizing a CRM (graduway), the alumni program will serve as an engagement platform to: better engage with alumni, scale our career guidance efforts, develop successful mentoring programs and grow our alumni philanthropy.

An engaged alumni network will allow PCC to benefit from the skills and experience of our graduates, by offering their support to our students, to the institution, and to each other. In keeping our alumni properly informed and engaged, they become our most loyal supporters and our best ambassadors, offering invaluable marketing and promotion across their personal and professional networks.

