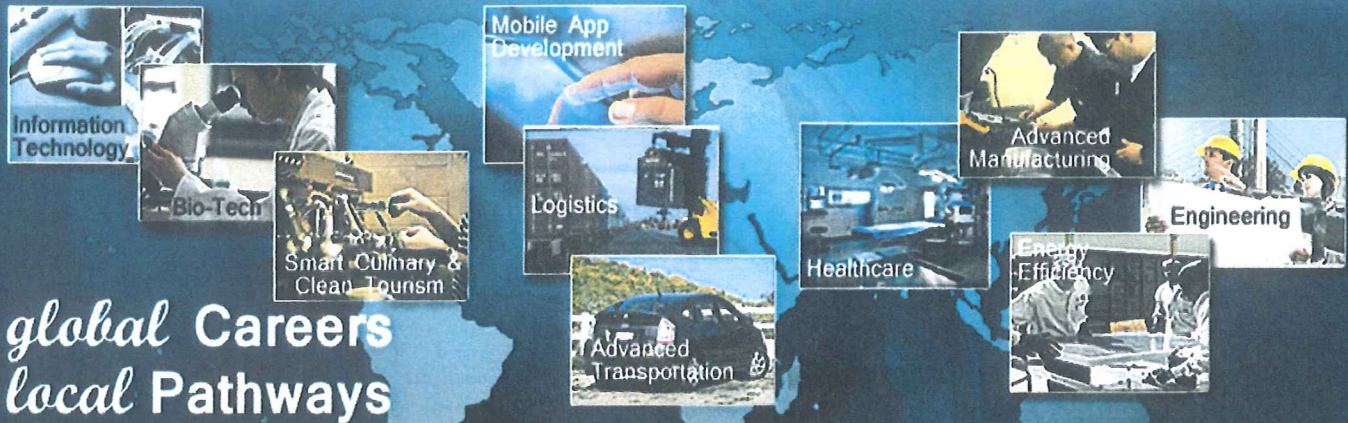


# LA Regional Career Pathways Project



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August 19, 2014 - BizFed and LACCD co-hosted this meeting at LACCD's Van de Kamp Campus. There were over 70 representatives in attendance from Business and Industry and multiple Chambers of Commerce. Many discussions occurred about internships and partnerships on the Career Pathways Trust.  
[Photo Gallery](#)



May 1, 2014- LACCD and LAUSD hosted the inaugural meeting for the LA Regional Career Pathways Initiative, which is a united effort between the large educational systems in the Los Angeles region. Through this initiative, educational issues are identified and strategies are deployed to gather data and identify potential solutions. This initiative also allows for an open forum for developing partnerships and shared-resources.



## News & Important Dates

May 1, 2014

Regional Meeting, (Hosted by LACCD / LAUSD)

Location: [VDK Campus](#), Time: 10:30 a.m. to noon,

[Click Here](#) for the Agenda (draft)

June 19, 2014

Business and Industry Data Gathering Event

Location: District Hearing Room, [Photo Gallery](#)

August 19, 2014

Business and Industry Event with BizFed

Location: [VDK Campus](#)

August 26, 2014

California Career Pathways Trust Briefing (Round 2)

Location: District Board Room, [Photo Gallery](#)

October 3, 2014

Region 4 (LA County) HOSA Conference

Time: 8:00 a.m. to 3:00 p.m., Location: [VDK Campus](#)

December 12, 2014

SoCalBio Workforce Summit

Location: [VDK Campus](#), [Register now...](#)

February 11, 2015

Dept. of Labor \$100M Apprenticeship Grant Strategy

Session. [Click Here](#) for more information...

March 11, 2015

Doing What Matters \$100M Tech Grant Awards

Announced. [Click Here](#) for more information...

April 7, 2015

LACCD \$15m CCPT Grant Application goes to the final round ...[\(read more\)](#)

## College Members

- [East Los Angeles College](#)
- [Los Angeles City College](#)
- [Los Angeles Harbor College](#)
- [Los Angeles Mission College](#)
- [Los Angeles Pierce College](#)
- [Los Angeles Southwest College](#)
- [Los Angeles Trade-Technical College](#)
- [Los Angeles Valley College](#)
- [West Los Angeles College](#)



Welcome Felicito Cajayon of Los Angeles Community College District - Economic & Workforce Development. If not your Account, please log out.

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[Main Menu](#) > Application Questionnaire

## Questionnaire

The Application/Survey is organized into different tabs. Each tab should be completed according to the instructions provided. All tabs should be completed before submitting the Application/Survey.

This Application is READ-ONLY.

**87:24** Session timer in minutes and seconds. Save your work before it times out.

PIN 28696 - LA Regional Career Pathways Project - ASSIGNED

[General Information](#) [Project Budget](#) [Funding](#) [Project Management](#)

[Legislative Information](#) [Cooperating Entities](#) [Questionnaire](#) [Attachments](#) [Status](#)

The Questionnaire tab allows the applicant/survey taker to respond to questions that are specific to the Project.

**Please note:** Save your work periodically. Above is a session timer that is re-set each time the SAVE AS WORK IN PROGRESS button is clicked. If the session timer expires, unsaved work will be lost.

### Questionnaire - Phase 1

#### Section I: Background Information (10 points)

**I.1 Describe briefly the existing local and regional structures and resources currently in place, if any, on which your consortium proposes to either establish new or expand existing pathways.**

**Answer:** The Los Angeles Community College District (LACCD) has developed the LA Regional Career Pathways regional structure to unite regional partners and leverage resources to help LACCD address the educational needs of local high school students, to address the workforce needs of business and industry, and to align local economic and workforce development agencies with the educational system ([www.LARegionalCareerPathways.com](http://www.LARegionalCareerPathways.com)).

Through this structure and online platform, an array of education and workforce development-related agencies (such as the LA City and LA County Workforce Investment Boards, the LA Economic Development Corporation, local Unified School Districts, and select industry sector representatives) are able to learn about the Career Pathways Trust model and braid resources directly with community colleges and high schools.

LACCD officially launched the LA Regional Career Pathways initiative on May 1, 2014 as part of an overall strategy to meet the Career Pathways Trust Round 1 initiative. At that time, the District's Economic & Workforce Development Office co-hosted a discussion on the Career Pathways Trust along with the Los Angeles Unified School District (LAUSD) that resulted in over 70 attendees discussing emerging industry sectors and offering input on how to align separate strategies and initiatives. Although LACCD's Round 1 proposal

was not funded by the CA Department of Education, the EWD Office continued to host events under the LA Regional Career Pathways label because it recognized the importance of the Career Pathways model. LACCD hosted follow-up meetings with local businesses in order to continue gathering details on their current and future job hiring needs. In addition, it held meetings with local high schools to open up dialogue on their interest on CTE-related initiatives. For example, LACCD hosted a meeting on June 19, 2014, which included representatives from region-specific industries (i.e., transportation, energy efficiency,

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**Question I.1 continued:**

**Answer:** technology, architecture and design, and manufacturing). The meeting allowed business representatives to share insights on emerging trends in their field. It also allowed LACCD to gain information on what CTE courses could be developed through the Round 2 Career Pathways project that correlate with the educational interests of partnering high schools.

The LACCD Office of Economic & Workforce Development will administer the LA Regional Career Pathways initiative. This office also administers the District's Career & Technical Education program, which supports the Carl Perkins funding and works closely with all nine community college CTE programs. These categorical programs would be aligned with the LA Regional Career Pathways structure to allow resources to be leveraged during the Round 2 grant term.

The LA Regional Career Pathways structure also allowed LACCD to form a partnership with Cal-HOSA-Future Health Professionals on a State Leadership Conference, which was successfully held on October 3, 2014. Over 200 students attended the event and were given information on leadership skills. LACCD intends to leverage this partnership and co-host similar events in the future in order to expand leadership skills towards the project's industry themes.

Lastly, LACCD is the fiscal agent of the Los Angeles Regional Adult Education Consortium (LARAEC), which is the largest adult education planning grant in the state. As a complimentary structure to the Career Pathways model, LACCD has discussed the Career Pathways Trust with its USD partners resulting in the consortium adding the Career Pathways theme into the current draft of the 2015 Adult Education Plan. LACCD intends to continue aligning the proposed Career Pathways (Round 2) grant alongside this LARAEC structure (as funded by AB 86) in order to further expand resources and ensure a tighter alignment between LACCD colleges and local USDs and high schools.

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**I.2 Describe how long your consortium has been in operation. List any additional career pathways that have been developed that are not targeted in this application.**

**Answer:** LACCD launched the LA Regional Career Pathways initiative on May 1, 2014 ([www.LARegionalCareerPathways.com](http://www.LARegionalCareerPathways.com)). It was designed to provide structure for the District's Round 1 Career Pathways grant opportunity and continues to hold events in alignment with the Career Pathways model. Although LACCD's Round 1 proposal was not funded by the CA Dept. of Education, LACCD's Office of Economic & Workforce Development believes in the Career Pathways model and continues to orchestrate activities and events under the label. This approach includes hosting meetings with business representatives and high school-level partners well before the news of a Round 2 grant opportunity was announced in early November 2014.

Because of the results of the Round 1 grant opportunity, no career pathways have been

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officially developed under the LA Regional Career Pathways initiative. However, a few of LACCD's colleges are partners with Round 1 awardees. Through those grants, some career pathways are expected for development (i.e., in the areas of emerging technology, design, and engineering). LACCD has communicated with local area awardees (such as the Los Angeles Unified School District) to discuss their target sectors and make certain that the District's proposed (Round 2) application targets career pathways (initiating at the high school level) that are complimentary to meet the needs of business and industry.

**I.3 Provide evidence if your consortium meets one or more of the following competitive priorities to be taken into consideration during the scoring process:**

- **Regions with higher-than-state-average rates of high school dropouts as measured by the California Longitudinal Pupil Achievement Data System.**
- **Applications seeking to establish or strengthen legal career pathways and promote a better understanding of the role and operations of state and federal courts and their relationship to the other branches of government.**
- **Applications seeking to establish or strengthen career pathways that include both high school opportunities and a postsecondary pathway leading to a community college baccalaureate degree, as authorized by the Board of Governors of the California Community Colleges pursuant to Chapter 747, Statutes of 2014 (Senate Bill 850).**

**These competitive priorities are subject to an application meeting all requirements outlined in the CCPT Request for Applications, and competitively responding to all questions in the application narrative and completing all required forms.**

Answer: This project focuses on the Los Angeles County region, which is the educational service area targeted and served by LACCD's nine community colleges and is the primary service area for this project's high school partners. According to the California Longitudinal Pupil Achievement Data System, the Cohort Outcome Data for the Class of 2012-13 in Los Angeles County shows a cohort dropout rate of 12.5%. This dropout rate is 1.1% above the statewide cohort dropout rate of 11.4%.

The project will also establish a career pathway that assists students seeking a career in the dental hygiene field. LACCD selected West Los Angeles College (WLAC) to establish a state-approved program that will result in a community college baccalaureate degree and aligns with this Career Pathways project. The program relates to one of the proposed industry sectors and would allow high school students to follow a sequence of courses that can continue onto the postsecondary level. The community college baccalaureate degree program was approved by the California Board of Governors and is anticipated to be deployed in 2017.

This community college baccalaureate program is recognized by industry representatives and works with educational organizations such as the UCLA School of Dentistry and the University of California, San Francisco. It is recognized by the Western Society of Periodontology and supported by the Colgate Oral Pharmaceuticals Corporation. West LA College will work with all District colleges in deploying this initiative, which would further support its continued development. This added-value collaboration would help support the college in ensuring its curriculum and provision of educational services that continue to offer relevant learning experiences for students seeking a baccalaureate degree.

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**Section II: Statement of Need (40 points)**

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- II.1 Complete and upload Form B, California Career Pathways Trust Overall Summary. Describe each targeted pathway and major partnerships.**
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**II.2 Describe each proposed career pathway and the selection process used. Demonstrate the regional economic need using valid data sources and analysis. Include the projected number of high-skill, high-wage, and high-growth job openings available in each career pathway.**

**Answer:** Manufacturing & Product Design Sector (Focus on the machine & forming, design, structure & fabrication, and additive pathways): Since there are approximately 228,000 jobs in California that relate to this sector, the Research, Testing and Medical Labs category (specifically) boasts a 36% job-growth rate since 2001 (Doing What Matters for Jobs & the Economy, Sector Profile, EWD Through the CA Community Colleges).

Information and Communication Technologies/Digital Media (focus on the Mobile App and Digital Design pathways): Based on the Doing What Matters for Jobs and the Economy, Information & Communication Technologies (ICT) is among the top ten sector priorities. The LA County 2010-2020 Industry Employment Projection (by the Employment Development Dept.) shows a 14.3% employment increase in occupations related to Information Data Processing, Hosting, and Related Services.

Business & Finance sector (Focus on the small business pathway): According to the Small Business CEO online portal (SMBCEO, 2014), in Los Angeles, 43% of small businesses are expected to grow more than 10% over the next 12 months. Furthermore, 86% of all small businesses feel their business is headed in the right direction.

Health Science & Medical Technology: One of the largest industry clusters in LA County is health services, with more than 385,000 jobs. There were more than 22,400 private and public establishments and almost 390,000 employees in the health care sector, representing 10.1 percent of all payroll employment in LA County.

Marketing/Sales/Service (Global Trade/Logistics) Pathways: One million jobs located in California are related to the local ports. Nearly 40% of all containerized goods entering the U.S. move through the Ports of Long Beach and Los Angeles, handling over \$370 billion in trade in 2010.

#### SELECTION PROCESS

LACCD selected the target sectors and pathways due to their alignment with the CA Chancellor Office's priority sectors (Doing What Matters

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#### Question II.2 continued:

**Answer:** and the 21st Century Skills Initiatives). The process included LACCD reaching out to partner Unified School Districts as well as colleges talking directly with local high schools (see Attachment section) to gauge their interest and capacity for aligning courses with CTE-based educational offerings. Finally, LACCD communicated with employers through its www.LARegionalCareerPathways.com initiative and presented to business groups (such as the BizFed Advocacy Committee) where LACCD requested their input on the types of jobs and skills that will be needed in the future.

#### REGIONAL ECONOMIC NEED & JOB-GROWTH AS PART OF THE SELECTION PROCESS

Machine, Forming, Design, Structure & Fabrication, and Additive Pathways: Based on a CA Chancellor's Office / Doing What Matters (2013) report, an additional 6427 jobs by 2015 will result in a 47.4% job growth rating just for the advanced manufacturing category



alone.

**Mobile Apps and Digital Design Pathways:** According to the CA Chancellor's Office / Doing What Matters (2012) report, there will be about 26,495 additional jobs by 2016 resulting in a job-growth rating of 7%. For the mobile app category alone, the growth rating is between 15.4% and 29.9%.

**Small Business Pathway:** Based on the Doing What Matters online report and according to the Kauffman Entrepreneur Index, California is 5th in the nation for entrepreneurial growth and 2nd in overall entrepreneurial activity. Small businesses comprise 98% of all businesses in the State and provide 82% of all private sector jobs.

**Health Science/Medical Tech Pathways:** The healthcare industry is one of the highest growing sectors for the LA region. Health care and social assistance added 19,000 jobs and accounted for 83 percent of the growth from 2013 levels (CA EDD, 2014).

**International Trade/Global Logistics Pathways:** In the Port of LA, approximately 30,000 new jobs will be identified or created by 2030, which is due to the increased activity at the international level.

**II.3 Describe current pathway(s) and the consortium's efforts, and then describe how this proposal enhances, improves, or expands upon current, local, and regional efforts in the development of career pathways. Include specific information on current efforts to integrate, leverage, and build on other local and regional investments.**

Answer: CREATING VISIONS, IDENTIFYING OPPORTUNITIES, AND ACQUIRING RESOURCES

LACCD takes part in many regional initiatives that align services, identify workforce development gaps, and deploy initiatives that braid resources and unify higher education, workforce development, economic development, and business/industry. From its participation, LACCD advocates the importance of a college education and includes colleges in the provision of workforce development services. The following are examples of the efforts to create a vision for the LA region: Membership in the LA City/County Workforce Investment Boards, BizFed, and LAEDC Board of Governors.

**ENHANCING, IMPROVING, OR EXPANDING UPON CURRENT, LOCAL, AND REGIONAL EFFORTS**

This project builds upon the efforts below, which align educational, workforce, and economic development initiatives.

SB 70: Through this model, the district's colleges have formed a regional structure that shares information and connects with K-12 schools to develop (or update) articulation agreements and learning strategies that are very similar to the proposed Career Pathways. Three learning hubs (comprised of three colleges each, see map in the Attachments) were formed under SB 70, which helped minimize duplicated efforts during the development of CTE courses and increased the sharing of resources across the district. Through this project, the learning hubs will be expanded to include high schools as an improvement to the regional design. All of the hubs will be virtually connected allowing colleges and high schools to share information and communicate in real-time using the Internet. The proposed hub design is a new deployment between LACCD's colleges and targeted high schools. It will be a new and innovative way to establish a communication protocol,

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especially between faculty and administrators representing the K-12 and college levels.

DOL/TAACCCT: In September 2013, LACCD procured a Trade Adjustment Assistance Community College and

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**Question II.3 continued:**

**Answer:** Career Training grant from the Department of Labor. The regional project unites all nine colleges to create healthcare-related stackable certificates. Similar to this Career Pathways project, it leverages external workforce and economic development entities and business partners to offer higher education and short-term workforce training. The proposed project will leverage this DOL grant whereby its connections with regional businesses will allow LACCD to create new pathway options using the stackable certificate model. The expanded career pathways focus towards the proposed industry sectors is new and builds upon the lessons learned through the DOL/TAACCCT grant where short-term certificates align with traditional educational services in order to better prepare students for college and careers.

SB 1070: LACCD was recently awarded a CA Chancellor's Office grant that unites all nine colleges to form one (of two) regional consortiums in the Los Angeles region. This project enables LACCD to enhance its connections with the K-12 system to form a partnership that increases student educational and career-oriented success. Just like in this proposed Career Pathways project, it promotes deeper communications between education and business/industry so that high school and college students may learn the skills needed for future jobs and careers.

PROP 39 CLEAN ENERGY WORKFORCE PROGRAM: This project will leverage the strategies led by LA Trade Tech College, which was awarded a Prop 39 Clean Energy Workforce Program Grant that convenes, strengthens and sustains the California Clean Energy LA/OC Consortium (consisting of colleges, employers and other regional partners). The Consortium is dedicated to improving clean energy workforce development throughout Los Angeles and Orange Counties. It will support the proposed project in sharing data and aligning career pathways related to the targeted sectors.

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**II.4 Define any skill gaps between industry needs and the skill level of the students in each career pathway.**

**Answer:** In today's fast-paced and technology-driven marketplace, businesses require higher proficiency in hard and soft skills. Hard skills refer to proficiency in reading, writing and math. The following statistics illustrate a dire situation:

- According to the Nation's Report Card, only 26% of 11th grade students are proficient in math and 38% are proficient in reading.
- Only 26% of 2014 HS graduates taking the ACT admission test met college readiness benchmarks in the English, math, reading and science core areas.
- In 2014, the percentage of HS Graduates meeting ACT College Readiness Benchmarks is only 44% in reading, 43% in math and 37% in science.

(Retrieved from:

<http://www.act.org/research/policymakers/cccr14/pdf/CCCR14NationalReadinessRpt.pdf>)

Just as important as the hard skills are soft skills that include communication, collaboration, critical thinking, and creativity. According to the American Management Association, 42% of employers reported the overall preparation of HS graduates is

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deficient and 81% reported deficiencies in written communications. Seven out of ten employers reported deficiencies in HS graduate's professionalism and critical thinking skills (The Skills Gap (2011), A report from America's Edge: Strengthening Business Through Proven Investments in Kids).

#### TECHNICAL SKILL GAPS

The communications between LACCD and employers and the meetings (Aug - Nov 2014) with local high school and college-level counselors revealed the following (sample only) industry needs and technical skill gaps for each pathway:

#### COMPUTER SECURITY SPECIALIST

- Using Debuggers and Emulators
- Using Cross-Platform Development and Deployment

#### MACHINE OPERATORS

- Using computerized equipment
- Upstream/downstream processes

#### BUSINESS MANAGEMENT

- Customer-service/sales
- Leveraging social media

#### INTERNATIONAL TRADE SPECIALIST

- Customer-service/communications
- Order processing

#### HEALTH SERVICE ADMINISTRATOR

- Communication/interpersonal relationships

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### Section III: Target Group (10 points)

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**III.1 Describe the characteristics of the targeted population of students that will be served in the proposed career pathway program(s). Include any barriers, support services, and academic and occupational skill assistance needs (e.g. females in science, technology, engineering, and mathematics (STEM) and other non-traditional occupations) that will be provided to ensure that all student subgroups are able to fully participate in the pathway.**

**Answer: DESCRIPTION OF THE TARGETED STUDENTS**

Students in the 9th through 12th grade will be the primary target for this project. LACCD will leverage its partnership with the LA Unified School District to help identify this target population due to its total enrollment being 677,538 and its high schools covering most of the LA region. LAUSD has a 20.3% dropout rate and of the total number of students enrolled, 24,446 (or 4%) are English Language Learners. Data retrieved via DataQuest from the CA Dept. of Education shows the following characteristics for the targeted student population: Hispanic or Latino 64.8%, White (not Hispanic) 14.2%, African American 8.3%, Asian 7.7%, Filipino 2.2%, Others 2.8%. In LA County 369,289 students (or 23.8%) are English Learners. Student poverty based on free & reduced price meals represents 1,054,345 students (or 67.9%).

For this project, at least 65% of all students served will meet WIA/WIOA eligibility (i.e., economically disadvantaged and face educational or employment barriers). Many students will also have a combination of the following characteristics, which have the highest potential to hinder educational and employment success: high school drop-out, foster youth, basic skills deficient, lack of leadership skills, or have prior issues with the

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law.

The project will serve a total of 6,298 students (FY15-18) which is broken down (per sector) as follows (see Form C):

MFG/Product Design = 999

Health Science/Med. Tech. = 1980

Marketing, Sales & Service = 1065

Info. Comm. Tech./Digital Media = 1613

Business & Finance = 641

#### SUPPORT SERVICE NEEDS

The project will target students that require support services to help increase their chance of completing high school, participate in an internship, and become better prepared to enter college: transportation (metro pass/bus tokens), a uniform, and work-related tools. Where appropriate, Project Specialist(s) will work with partner WIBs to ensure adequate coverage of these needs.

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#### Question III.1 continued:

Answer: BARRIERS TO ACADEMIC & OCCUPATIONAL SUCCESS

Most of the students served will exhibit academic and occupational skill challenges that require services to ensure better preparation for college and the workforce. These needs include the lack of awareness on industry trends and a limited understanding on how to connect education to future jobs and careers. Some students may face academic challenges that include being one or more grade levels below age-appropriate educational levels.

#### SOCIO-ECONOMIC DISADVANTAGED

As mentioned above, 67.9% of the targeted students are considered socio-economically disadvantaged. Families with a lower socioeconomic status often struggle with providing academic support for their children. Limited time and financial resources make it difficult for parents to provide and afford reading materials, technology and tutors for their children. In this case, most students focus on working to support their families rather than going to school.

#### LIMITED WORK HISTORY OR LACKING WORK PERMITS

This project will serve students that have a limited experience in their career(s) of interest. Most students will need broader exposure to such interests and will require first-hand experiences in real-world settings to complement their education. Students who fall under the Dreamers category may also face challenges such as lacking citizenship documents and needing information on how to address such challenges. They will need a broader understanding on the timeframe expected for reaching their career goals, which includes adequate time to meet Federal expectations.

#### LACK MOTIVATION AND LEADERSHIP SKILLS

Many students have limited opportunities to develop leadership skills, which can hinder the ability to move up a career ladder. This can stifle the pursuit of high-paying jobs simply

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because of the inhibition to deal with other people. The project will give students the encouragement and training needed to overcome such issues.

**III.2 Identify the outreach and recruitment activities that will be used to reach and recruit students for each career pathway. Demonstrate how these methods will enable you to reach the targeted population and is representative of the entire student population (e.g. females in science, technology, engineering, and mathematics (STEM) and other non-traditional occupations) and includes all student subgroups. Highlight the level of participation in and leverage of any regional or multi-region efforts.**

Answer: OUTREACH ACTIVITIES

This project includes a partnership with regional USDs and local high schools. As a primary strategy, LACCD and its colleges will work directly with high schools to deploy a regional outreach effort. For example, Pierce College will work with Reseda HS and Granada Hills Charter HS to identify students who can benefit from the project. Another example would be LA Trade Tech College working with Foshay HS and Santee HS (see Attachment section for a full list). LACCD colleges will leverage such contacts to ensure courses are aligned according to industry themes and students are prepared to participate in the Career Pathways project.

In addition, the partnering USDs that are already working with LACCD (under AB 86) will build on the established lines of communication to make the outreach effort more effective and efficient. This regional outreach strategy builds on the activities funded by AB 86, which encourage stronger and tighter alignment between local colleges and unified school districts for developing a new adult education program.

The secondary strategy will include the partnering WIBs. LACCD will deploy an outreach effort through the local One-Stop Centers/America's Job Centers, which will help identify youths that can benefit from this project. From this effort, LACCD is assured of more students being identified, while accessing resources under WIA/WIOA program.

#### RECRUITMENT ACTIVITIES

This project will require its partnering WIB(s), high schools, and USD(s) to work with project staff in the recruitment component. Starting in July 2015, WIB, college, and HS staff will begin meeting monthly to identify student cohorts from the targeted high schools. Although the project will be open to all students, it will consider WIA/WIOA eligibility criteria during the recruitment, since WIA/WIOA wrap-around services are part of the project's support strategy. It will guarantee more diversity in the student cohorts and ensures that

#### Question III.2 continued:

Answer: low- and moderate-income, females, minorities, and students with disabilities are included in all recruitment efforts. For students with disabilities, LACCD will leverage technology-assisted methods and the expertise of its partners to ensure proper communication and sharing of information.

#### METHODS

LACCD will develop marketing materials (i.e., brochures, flyers, online content) that specifically describe and outline each career pathway from high school to university. This

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material will provide occupational data alongside an academic roadmap embedded with industry-recognized certifications. This information will be produced and shared with high school counselors starting July 2015 and is planned for the two months before each (future) semester begins. LACCD will provide professional training in order to work with counselors in assessing, recruiting and steering students into a pathway.

High School and College-Driven Student Orientations: Starting in July 2015, the high schools and colleges will deploy the following:

- Student bi-monthly industry-focused discussions
- Presentations to ASO (and select student groups)
- Faculty breakfast meetings on industry trends
- Discussion with the Academic Senate leadership
- Focused group discussions between student service areas

#### REGIONAL APPROACH TO OUTREACH & RECRUITMENT

LACCD's Project Director and Specialist(s) will work with partner USDs (building on the partnerships under the AB 86 initiative - see Attached Agreements) to expand the outreach effort. A high school's educational structure and learning format (educational periods) will be considered when working with each school. Each college will ensure that the school's format can align with the expectations of this project as well as its Linked Learning theme. Each college and their target high school(s) have identified their industry theme(s) and A-G course alignment and will develop or update their articulation agreement, where appropriate.

**III.3 Complete and upload Form C, California Career Pathways Trust Target Group. Identify the number of students to be served in each targeted career pathway.**

### **Section IV: Career Pathways Program Planned Approach (45 points)**

**IV.1 For each career pathway listed on Form C, California Career Pathways Trust Target Group, describe how you will integrate standards-based academics with a career relevant, sequenced curriculum to develop industry-themed pathways that are aligned to high-skill, high-wage, and high-growth jobs.**

Answer: This application will deploy three Learning Hubs throughout the Los Angeles region that will be comprised of three colleges and their respective target high schools. Through these hubs, LACCD will designate sector-focused colleges and revamp the educational planning and decision-making processes in order to transform career and technical education so they would prepare students for college and career success. The overall framework includes:

- 1) DEVELOPING CTE STANDARDS-BASED SEQUENCED CURRICULUM
- 2) ARTICULATION ACROSS THE REGION TO POST-SECONDARY CREDITS / DEVELOPING SEQUENCED, COMPETENCY-BASED ARTICULATION AGREEMENTS
- 3) INNOVATIVE INSTRUCTIONAL ACTIVITIES

- 1) DEVELOPING CTE STANDARDS-BASED SEQUENCED CURRICULUM

LACCD will use the California Career Technical Education Model Curriculum Standards (CCTE) as a basis for curriculum framework development of each proposed career

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pathway. While the CCTE Model Curriculum Standards were developed for use at the secondary level, grades seven through twelve, this project will extend the standards to the post-secondary level using a sequenced curriculum model. Standards are general expectations of a student's specific knowledge and skills within a sector. There are two different types of standards in each sector: foundation standards at the secondary level and pathway standards at the post-secondary level.

Example of Foundation and Pathway Development: The 3D-Printing Technology Pathway provides students with an understanding of manufacturing processes and systems common to careers in graphic arts and printing technology. Representative topics include 3D-printing, graphic design, image generation and assembly, and graphic reproduction. This knowledge and skill base are acquired within a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction as well as internship, community classroom, work experience, apprenticeship, and cooperative career technical education.

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**Question IV.1 continued:**

**Answer:** At the secondary level, students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness & exploration, and skill preparation. At the college level, standards included in the 3D-Printing Technology Pathway will prepare students for technical training, postsecondary education, and entry to a career.

a) Encouraging the Linked Learning Mindset: In July 2015, business, college and HS faculty will work together to deploy a Linked Learning model. Since data shows higher output and student success is achievable with the use of Linked Learning strategies, this project will promote the theme throughout its design.

In July 2015, college and high school teachers will work together to deploy the proposed Pathways and use project-based learning strategies, incorporate real-world experiences, and merge 21st Century learning skills that cover critical thinking, problem-solving, communication, collaboration/teamwork skills, and creativity in the common education framework. The project's Career Pathways will include a sequence of courses (introduction, concentrator and completer/capstone) that align to academic core courses in science and/or math. The completer/capstone course(s) will be offered at the college level allowing students to earn college credit and/or industry certifications after completion of educational activities. While in high school, students will access work-based learning opportunities as well as tutoring, mentorship, job shadowing, and internships that relate to the project's high-need/growth and emerging sectors.

This project's partner USDs are aware of the Linked Learning model and will ensure the Career Pathway strategy provides access to a challenging and standards-aligned sequence of courses that integrate academic and career-oriented learning and ensure instruction aligns with the Common Core State Standards and California Career Technical Education Model Curriculum Standards.

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**Question IV.1 continued:**

**Answer:** From this foundation, a sequence of Career Pathway courses will allow students to move through foundation, intermediate, capstone, and related courses in an organized manner that is consistent with college- and career-ready graduation requirements. High school courses will facilitate student mastery of standards, which would enable students to

complete capstone courses that articulate with partnering colleges. They will also participate in opportunities that earn certificates of mastery, college credits, and/or industry certification during their Career Pathway activities.

b) Creating Flexible, Adaptable CTE Systems: LACCD recognizes the importance of its CTE courses and programs resulting in the development of relevant skills that are expected by business and industry. In accordance with the Career Technical Education Framework for California Public Schools (CA Department of Education, 2007), LACCD will strive to develop a sequence of learning opportunities (from the high school to the college levels) that enables students to better compete in the job market and increase the likelihood of retaining good-paying jobs and careers. LACCD's Project Specialist(s) will ensure that the learning opportunities cover topics such as, but not limited to, technology advances in the targeted industry sectors. It will also share information on industry trends that are affected by national and international competition.

## 2) ARTICULATION ACROSS THE REGION TO POST-SECONDARY CREDITS / DEVELOPING SEQUENCED, COMPETENCY-BASED ARTICULATION AGREEMENTS

The project will leverage the work of LACCD's SB 1070 Initiative, which is changing the structure of how articulated career pathways are established between high schools and the community colleges. This effort will include regional alignment of curriculum, professional development for high school and community college faculty, marketing and outreach, identification of competencies, industry and faculty approved assessment strategies,

### Question IV.1 continued:

Answer: integration of work-based learning, supportive services and data management of articulation agreements. A key requirement for the development LACCD articulation agreements will be the inclusion of business and industry leaders to ensure that the articulated pathway approach include industry recognized skills and competencies. The rest of the process will include the following:

a) Documenting Existing Educational Options between HS and College to Ensure Integrated Standards-Based Academics: This project will gather data on relevant learning options through the high school and college levels in order to document what learning sequences exist that align with the targeted Career Pathways on Form C, what articulation efforts have been initiated and are needed to support Career Pathways deployment, and how new educational tracks may be developed to form more efficient learning experiences (see attached agreements). From these efforts, LACCD colleges and partner schools will better understand the relevance of their articulation agreements and make updates or develop new agreements accordingly.

Starting in mid-July 2015, the Project Director, the Project Specialist(s), and District colleges will meet with partnering USDs and high schools to review the relevance of any articulation agreements, document existing pathways, and identify a sequence of learning events that correlate to the targeted industry sectors. These pathways will give educators (faculty, administrators, program developers, academic senate, and other educational content designers) the ability to align learning activities, while accessing more information on industry-expected job skills. Business and industry leaders will be invited to share technical expertise with the project's high school and college faculty. Starting in August 2015, a series of meetings will begin that involves high school and college faculty as well as Career Pathway project-designated administrators. They will review all

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**Question IV.1 continued:**

Answer: gathered data and include a discussion on dual-enrollment that can maximize the learning potential of targeted students. By doing so, this project will ensure students develop the necessary skills needed to compete for jobs in the future, while they build a strong foundation of knowledge that is complimented by a layer of technical skills and a work-based learning experience.

b) Integration and Articulation Strategies (For Each Pathway) That Lead to a Credential, Degree, or Industry-Recognized Certificate: This project will leverage the community college system to deploy educational strategies that ensure efficient means of developing credential, degrees, or industry-recognized certificates. It will create an inventory of pre-requisite learning options through the early stages of high school so that the project makes an adaptable learning pathway (between the high school and college levels) for each targeted industry theme. From this approach, the partnering colleges and four-year universities can develop articulation agreements and learning sequences that align with the pathways listed on Form C and complement the foundational skill sets learned during the high school level. From the sequence of high school, college and four-year university learning activities, students will be able to obtain a high school diploma and be poised for securing a future industry-related degree or credential.

c) Sequencing & Integrating Industry-Focused Workshops & Learning Pathways to Align With College-, Career-Ready Standards, & Graduation Requirements: The project will require its colleges to work with partner USDs and high schools to review articulation agreements and help ensure they align with the pathways listed on Form C and deploy learning events that lead to a broader attainment of industry knowledge. More students will develop the right blend of skills needed to secure jobs and careers (starting at the high school level) by accessing the industry-focused educational

**Question IV.1 continued:**

Answer: options of the project. Staff from the high schools and colleges will meet regularly to share educational strategies and deploy the right sequence of learning options that would help students develop the skills expected by business and industry.

d) Development and Implementation of Evidenced-Based Student Support Structures: The students success strategies that will be implemented by the LA Regional Career Pathways Initiative, is the Pathway for Academic, Career, and Transfer Success (PACTS) Model, developed by LATTC. The PACTS Model is a sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide students with the competencies they need to successfully access a college education, attain industry-recognized and post-secondary credentials, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth. The PACTS model represents competencies students can attain to reach key milestones in the completion of their unique high school, college and career goal(s). This project will focus on the integration of competencies and support activities into the targeted career pathways. Tier 1 competencies are knowledge, skills/abilities and qualities students need to navigate and succeed in the structure and culture of a postsecondary institution, in general, such as 1) Self-Efficacy for College and Career Success, 2) Awareness of Academic/Career Options and Goal Setting.

The PACTS Model includes an assessment of these Tier 1 Competencies as well as menu of student services and support activities that address each of these competencies.

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Starting in August 2015, LATTC will expose high schools and other community colleges (as professional development) to the model and give assistance in transforming their educational strategy (see attached PACTS model).

e) Alignment with Local Universities: The HS pathways will align with LACCD colleges and local universities,

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**Question IV.1 continued:**

Answer: which will enhance the delivery of core content areas such as math, science, English, social science, and world language that prepare students for education at the university level. Project-based and inquiry-based activities will encourage students to work independently and in small groups, which would further increase the ability to solve problems, analyze, and synthesize information to produce solutions and persuasive arguments to support ideas. Students will learn how to effectively search for information on the Internet and determine the validity of any collected information. They will receive a rigorous and relevant curriculum: multidisciplinary career-focused integrated instruction and projects tied to real-world applications and Common Core State Standards-based instruction that aligns with college/university programs and requirements (UC A-G). LACCD considers the project's selected pathways as high need/growth sectors. These learning strategies will prepare students for future jobs and careers and help them meet local economic demands by developing the skills needed for the 21st Century workforce.

f) Virtual Counseling: Project Specialist(s) will lead the development and deployment of a virtual counseling component that will be beamed from the project's learning hubs and provide guidance to students using the power of the Internet. Select counselors from the college and high school levels will form a merged counseling effort that is complimented by the use of a technology-based solution. Through the active and integrated method coupled with the asynchronous and synchronous communication format, more students will be served and more efficient counseling services will be deployed. This strategy takes advantage of the best-practices in the counseling arena and elevates them using the power of the Internet and the project's learning hubs design.

g) Exploring & Expanding on Career Academies: LACCD will evaluate the different Career Academies (and small

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**Question IV.1 continued:**

Answer: learning communities) that focus on industry themes and exist throughout the state to develop an inventory that aligns with this project. From this review, LACCD and its partners will learn about best practices and replicate such activities accordingly. Starting in August 2015, LACCD will begin hosting meetings that gather data and share information on how to align resources. Colleges and high schools will compare learning community activities and identify teachers, counselors, and administrators who can lead an effort to develop the framework and support student recruitment activities. LACCD will invite business leaders to attend the meetings to ensure the strategy is relevant to industry trends.

**3) INNOVATIVE INSTRUCTIONAL ACTIVITIES**

This project will leverage a technology-based solution using the Cisco platform to connect the learning hubs using the power of the Internet. LACCD will also designate a "Google jockey" for select learning communities and project events, which refers to a technology-savvy participant in a presentation or class activity who surfs the Internet for terms, ideas,

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Web sites, or resources mentioned by the presenter or students. The jockey's searches will be displayed simultaneously during the presentation, helping to clarify the main topic and extend the learning experience for the entire group.

For a generation that demands greater visual stimuli, LACCD's "two-screen" and synchronous/asynchronous technology will be very effective rather than distracting. LACCD has successfully deployed this solution within select contract education areas since 2012. The District will scale it up to support this project and partner high schools.

LACCD will also leverage its university partners to deploy a first-year university experience activity, which allows students to experience university life and be exposed to the academic rigors and expected responsibilities of a university students.

**IV.2 Complete and upload Form D, California Career Pathways Trust Program of Study Worksheet. Completely and clearly define the sequence of courses for each career pathway being proposed in this RFA. Attach any formal agreements made between consortium partners.**

**IV.3 Describe how the activities listed below play a role in your proposed career pathway program (s) and how your consortium will leverage existing structures and resources to engage students in integrated instructional activities. Applicant may include a description of additional activities not listed below.**

- Work-based learning
- Support services
- Transition services
- Integrated academic and career-based courses
- Career exploration and planning
- Industry sector skills analysis
- Industry-valued skills credentials
- Soft skills contextualized in CTE
- Dual enrollment and/or early admission into aligned postsecondary career programs

**Answer:** Work-Based Learning Activities: LACCD will leverage its business partners to coordinate work-based learning events that allow students to be exposed to industry operations. Internship hours will be arranged to enhance the learning experience beyond the classroom. Program Specialist(s) will work with high schools to ensure internships will not hinder student educational progress.

**Support Services:** This project will leverage WIB resources to offer the following wrap-around services: transportation assistance and career guidance. Starting in August 2015, LACCD and high schools will meet with partner WIBs to discuss the service needs of targeted students and cover WIA/WIOA eligibility and other Federal regulations.

**Transition Services:** LACCD has forged a partnership with Tierra del Sol so that transition services may be developed to ensure students with learning disabilities are adequately served. Starting August 2015, meetings will be held to ensure the special needs of students are addressed and resources may be leveraged.

**Integration of Academic & Career-Based Courses:** This project will embed industry-based information into the design of its pathway-focused curricula. From the exposure to industry trends, educators will include sector-based content into lesson plans and make teaching more relevant to industry trends. As part of the Linked Learning strategy, colleges will work with targeted high schools so that educational tracks align and give

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more focus to integrating industry-based content.

Career Exploration & Planning Activities: LACCD will leverage its business partners so that students can visit company facilities and hear directly from industry leaders during special project meetings. LACCD will bring companies closer to colleges and high schools so that career exploration activities may be arranged for the targeted students.

Industry Sector Skills Analysis: LACCD will also leverage Deputy Sector Navigators and the Regional Consortia (funded

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**Question IV.3 continued:**

Answer: by the CA Chancellor's Office) to ensure faculty and administrators can gain industry trends data on the types of skills needed to secure jobs and careers. Starting in September 2015, LACCD will host quarterly meetings that focus on the proposed industry themes. These active and integrated activities will include college faculty and administrators, Deputy Sector Navigators, and representatives from the targeted industry.

Dual enrollment: Through this project, LACCD will expand the dual enrollment effort relative to the project's industry themes. Starting in August 2015, colleges will work with high schools to create an inventory of dual enrollment activities and determine what other activities can be developed. This active and integrated approach will lead to broader adoption of the dual enrollment strategy. LACCD can minimize educational duplication, while enhancing knowledge and experience attainment by the targeted students.

**LEVERAGING EXISTING STRUCTURES & RESOURCES**

Alignment with the LA Regional Adult Education Consortium (AB 86-funded): This project will align with the strategies of the LACCD adult education planning group (see Agreements with USDs). The Career Pathways theme has been included within the current draft of the Adult Education Plan (see attached Plan) because CTE is one of the program areas under AB 86. LACCD will leverage its discussions with partner USDs and share information with partner high schools and colleges on how to enhance their career pathways.

Alignment with Round 1 Career Pathway Grantees: LACCD will establish a connection with locally-funded Round 1 grantees to compare targeted pathways and increase the likelihood of minimizing duplicated efforts in developing and deploying its career pathways.

Alignment with WIBs: LACCD will leverage resources from the LA City/County and Verdugo WIBs (see attached letters) so that the WIA/WIOA program can cover internships (as match) and align regional initiatives accordingly.

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**IV.4 Describe how the consortium will provide for the development of student leadership skills through an established career technical student organization (CTSO) such as California Health Occupations Students of America (Cal-HOSA), Distributive Education Clubs of America (DECA), Future Homemakers of America Home Economics Related Occupations (FHA-HERO), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), and SkillsUSA California or an alternate strategy that incorporates this instruction in all the courses and curriculum that make up the Program of Study.**

Answer: COLLABORATION WITH CAL-HOSA

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LACCD has formed a partnership with Cal-HOSA so that students from the project's high schools can develop student leadership skills. This student-led and student-focused organization prepares students who are interested in entering a future career in the medical field (one of this project's target sectors). Students participate in many events and activities that promote health care in their community. From the partnership with this recognized Career Technical Student Organization (CTSO), the project will increase its access to leadership strategies and broaden the exposure of students on regional health care trends. During the application's development process, LACCD met with Cal-HOSA representatives to compare strategies and come to an agreement for aligning future activities. As part of this collaboration, LACCD hosted a leadership conference in October 2014 that allowed close to 200 students from high schools throughout the region to come together at the LACCD Van De Kamp Campus and participate in an array of leadership activities. This project will build on this partnership and deploy similar intra-curricular (graded) events in the future. LACCD will use this format to host other events for the other targeted industry sectors.

#### WORKING WITH THE FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

LACCD has made contacts with the Future Business Leaders of America organization so that partner high schools and colleges will be able to receive relevant data into their curriculum development processes. LACCD will also encourage attendance at future FBLA conferences so that high school and college-level leaders may learn first-hand about educational best practices and initiatives that can ensure the development of leadership skills by their students. From this exposure to FBLA data and resources, partner high schools and colleges will enhance leadership development components and be assured that students will learn the importance of

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#### Question IV.4 continued:

Answer: leadership as it relates to future jobs and careers.

#### INNOVATIVE LEADERSHIP DEVELOPMENT STRATEGIES & ADDED-VALUE / ALTERNATIVE EFFORTS

To ensure students are able to develop leadership skills, this project will also deploy the following alternative strategies that leverage the support mechanisms of the project's business partners.

**Informational Seminars:** Starting in August 2015, bi-monthly workshops will begin to help increase the leadership skills of participating high schools students. Workshop facilitators (coming from college and business areas) will co-host informational seminars that provide lessons on industry trends. These activities will invite business leaders to share information directly with students, which will expose them to the skills and knowledge needed in leading groups of people and guiding individuals to reach business-related benchmarks. Using LACCD's technology-based solution that will expand access to multiple student cohorts, these workshops will enable business leaders to focus on the following topics: leadership and motivation, personnel management, partnership development, sharing/leveraging resources, marketing and branding, and project management.

**Corporate-Sponsored Leadership Learning Activities:** Using a small group format, business representatives will work closely with students (and their counselor) to give information on their industry. Based on Steinberg's Real Learning, Real Work (1997), this approach will

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enhance the classroom-based learning phase and allow the workshops and individual meetings to expand student awareness on industry-related trends. These activities would allow mentors to give guidance to school counselors and students on the types of learning pathway(s) needed to reach select career objectives.

**IV.5 Describe how the consortium and its partners will provide students with opportunities or activities such as those listed below.**

- Paid or unpaid internships
- Employment opportunities and/or state-approved apprenticeships
- On-the-job training
- Mentoring
- Classes offered at alternative sites
- Professional development for CTE teachers including externships
- Advisory group participation by students
- Field trips and guest speakers
- Job shadowing opportunities
- Volunteer opportunities

**Answer:** Internships: Employer partners will offer internships so that students can be exposed to real working-world settings (see attached employer letters). These internships will be paid or unpaid, depending on the available grant resources and matching WIB resources (see the support letter for the City of LA WIB). LACCD and its partner high schools will administer this component using the following criteria: alignment with the project sectors and educational time schedule. This approach will expose students to the way people interact in the workplace during the normal day-to-day routine. Through their assignment with company-designated workers, students will expand their understanding on how to follow directions and work in a collaborative manner.

**Business-based Mentoring:** Corporate partners (i.e., Spectrolab, BackCode, and Gibson Overseas) will contribute time to give guidance to students from the business and industry perspective. These bi-monthly activities will help students to increase awareness on industry strategies and develop a raised comfort-level in giving oral presentations. Students will be mentored and invited to conduct research on industries and give presentations to corporate leaders using available presentation software. From this approach, students will broaden their awareness on the latest presentation platforms, while increasing the ability to engage an audience. Students will be critiqued on the following performance measurements: articulation, confidence, and audience participation.

**Employment/Apprenticeship:** LACCD will work with partners like the Building Skills Partnership and LATTTC to develop an apprenticeship model that shares information to students (see attached letters). LACCD will also work with partner WIBs and the LA Chamber to identify prospective job opportunities that are extensions to the internship component described above.

**On-the-Job Training:** This project includes a partnership with the LA City, Verdugo, and LA

**Question IV.5 continued:**

**Answer:** County Workforce Investment systems, which administer the WIA/WIOA program. Through this project, LACCD and its colleges will leverage the on-the-job training component, as defined and allowed under the Federal program, which includes the Workforce Boards

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covering the cost of OJTs once eligibility and proper documentation is obtained for each eligible high school and college student.

**Technology-Based Learning:** This project will leverage LACCD's real-time learning platform to allow ALTERNATIVE locations to be virtually connected. Starting in September 2015, technology-based activities between the project's learning hubs will allow local high schools and ALTERNATIVE sites to be connected directly with college activities.

**Professional Development Plan:** Because the project includes separate entities that have their own professional development strategy, LACCD will identify all strategies to form a united approach so that duplicated professional development services are pooled together to fully maximize resources. LACCD will develop an annual calendar of events that takes advantage of each partner's strategies and identifies subject-matter experts to enhance such events. Starting in October 2015, LACCD will lead the series of technology-driven professional development activities to address the interests of each educational partner.

#### COMMITMENT & SUPPORT FROM BUSINESS PARTNERS

**Advisory Group Participation:** LACCD will form business-led advisory groups so that representatives from the partner employers and individuals from the region's workforce development system can work directly with college and high school students to discuss industry trends. Starting in August 2015, these advisory groups will help faculty, administrators, and students in broadening their understanding on the types of skills needed to obtain and retain good paying jobs. In doing so, the development of curriculum will be enhanced and assured of greater relevancy to the world of work.

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#### Question IV.5 continued:

**Answer:** The employer partners will also enable LACCD and its partner colleges and high schools to identify possible internship locations that are supported by grant and matching resources.

**Field Trips / Guest Speakers:** Starting in September 2015, LACCD will make a calendar of field trips and speaking engagements and share it with the project's stakeholders. By doing so, stakeholders can become better aware of future activities and enable LACCD to couple resources that can enhance the overall learning experience of the project's targeted students.

**Job-Shadowing:** Starting in October/November 2015, Program Specialist(s) and high school representatives will communicate with the project's employer partners and identify students that are able to participate. Although this component is open to all students, these staff members will only give approval for this activity based on the following criteria: successful retention in educational activities, appropriate achievement of learning objectives, and the positive achievement of learning outcomes. This approach will enhance the student learning process and is not meant to distract students away from their educational plans or hinder student success. It also enables them to understand a day in the job of a specific sector.

**Volunteering:** This project will offer access to volunteering opportunities (in private companies as well as non-profit organizations) in order to gain more exposure to different career pathways and increase student understanding on the skills and knowledge needed to obtain good-paying jobs and careers. It will allow students to think beyond the classroom

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experience and form a better understanding on the soft-skills needed to work collaboratively with other people. Starting in November 2015, Program Specialist(s) will work with high school counselors to arrange these volunteering opportunities. These meetings will cover the length of activity, location(s), and proper alignment with student career interests.

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### **Section V: Partnerships (40 points)**

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**V.1 Describe the regional collaborative partnerships with business entities representing the targeted industry sectors, community organizations, local workforce investment boards, LEAs, and postsecondary education.**

**Answer:** This project is supported by partners listed on Form E. The following are highlighted entities that have contributed information to this proposal and are committed to the project's success.

LEA: Burbank USD, Culver City USD, and LAUSD

LOCAL HIGH SCHOOLS (include but are not limited to): Bell Gardens HS, San Pedro HS, Reseda HS, Fremont HS, Dorsey HS, Hamilton HS, Arleta HS, Monroe HS

COMMUNITY COLLEGES: LA City College, LA Trade-Tech College, East LA College, LA Harbor College, LA Southwest College, West LA College, Pierce College, LA Mission College, and LA Valley College

UNIVERSITIES: Cal-State University Los Angeles, Cal-State University Dominguez Hills, and Cal-State University Northridge

BUSINESSES (include, but are not limited to): Gibson Overseas, US Green Building Council, White Memorial Hospital, Metro, Spectro Lab, Bright Education Software, and BackCode (see attached letters and partnership agreement for a full listing).

OTHERS: LA Economic Dev. Corp., LA/CA Conservation Corps, Los Angeles City/County and Verdugo Workforce Investment Boards, and BizFed.

#### **HIGHLIGHTED PARTNERS (ROLES/RESPONSIBILITIES)**

LACCD is the largest community college district in the nation. It is comprised of nine colleges that have been instrumental in educating local communities over the past seventy-seven years. For this project, LACCD will align college-based efforts to design Career Pathways and initiate curriculum development activities with its partner high schools. It will take the lead in developing an online portal, align pathway-focused Linked Learning strategies along with those through the high schools, and help expand access to career advisement, while initiating articulation discussions between colleges and high schools. It will coordinate regional meetings, develop and submit reports, and ensure the achievement of the project's benchmarks.

Los Angeles Unified School District is the second largest unified school district in the nation and enrolls more

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**Question V.1 continued:**

**Answer:** than 640,000 students (from kindergarten through 12th grade). The district was founded in 1853 and has over 900 schools and 187 public charter schools. Based on 2009-10 data, LAUSD's student racial and ethnic breakdown are as follows: 5.9% Asian, .2% Filipino, .3% Pacific Islander, 10.2% Black, 73.4% Hispanic, and 9.5% White (LAUSD, District Information, 2014).

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LA City/County and Verdugo Workforce Investment Boards: This project includes a partnership with these boards to ensure the facilitated exchange of WIA/WIOA-specific information with partner colleges, high schools, universities and economic development entities. These boards will support the formation of a region-specific strategy that would complement their industry-focused interest and give advisement on industry trends.

Additional Partners: Entities like the LA Economic Dev. Corp. and BizFed will provide information on the job skills needed by local companies. They would also help identify internships for the project's target students.

Community-Based Organizations: This project will also work with the following organizations, which will help expand outreach and services to students in the area of internships and wrap-around services: LA & California Conservation Corps.

Specific Employer Involvement and Commitments to the Project: LACCD will work with an array of employers that include, but are not limited to, the following: Gibson Overseas, White Memorial Hospital, Spectro Lab, BackCode, CareMore, JB Office, and Creative Future. LACCD anticipates most of its employer partners will be locations for internships and employment opportunities that will further enhance student learning experiences and career mobility potentials.

Employer partners will participate and commit to the following (see letters of support):

- Share industry information for developing educational content and curricula
- Help identify internship locations and job opportunities
- Participate in meetings & job fairs

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**V.2 Complete and upload Forms E-LEA, E-CC, E-Business, California Career Pathways Trust Partner Roles, Responsibility, and Resource Charts for the LEAs, Community Colleges, and Businesses. Please refer to the essential responsibilities of partners listed on pages 10-12 of this RFA when completing the form.**

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**V.3 Upload copies of any agreements that demonstrate high levels of cooperation, commitment, coordination, and formalized linkages among partners. Letters mailed or electronically mailed to the CDE will not be considered; all letters must be uploaded and submitted with the application.**

Answer: LACCD has secured support from a broad array of partners. These include representatives from nine (9) community colleges, local unified school districts and high schools, four-year universities, the region's workforce development system, community-based organizations, and target industry-related business entities. This TOTAL in-kind support is valued at over \$1,702,500 (see attached matrix and support letters in the Attachment section).

LACCD is fully committed to the Career Pathways model and will align some of its categorical and special projects. These match resources include the following projects and values: Employment Training Panel project (\$200,000), City of LA Green Business Certification Program (\$100,000), and the Carl D. Perkins Program (\$200,000) - (see attached signed commitment letter).

The project specifically includes in-kind support from an array of business entities that will designate representatives to attend regional meetings to offer industry trends data and provide guest lecture services during meetings and presentations to schools and students. This in-kind support from the business entity group (which is included in the total amount above) is valued at over \$196,800 (see attached matrix and employer letters of support).

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LACCD is fortunate to be working with business associations, workforce development, and economic development agencies such as BizFed, LA City/Verdugo WIBs, Lion's Club, LA Chamber, and the Los Angeles Economic Development Corporation. Through these groups, LACCD and its partner colleges and high schools will be able to learn about industry trends and access businesses that can offer internships and job opportunities. For example, this project includes support from the City of LA and Verdugo WIBs that commit \$421,000 WIA/WIOA resources to cover internship slots as well as designated staff for the recruitment effort.

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**Question V.3 continued:**

**Answer:** The application also includes a signed partnership agreement as an expression of partner commitments to the project (see Attachment section). These entities will provide support to LACCD and ensure the successful deployment of all proposed components.

This application includes Partnership Agreement(s) with over 135 signatures as well as 106 letters of support that describe tangible and leveraged resources for the project. These documents represent the application's high level of cooperation, commitment, coordination, and formalized linkage among the partners.

LACCD understands that relying exclusively on a signed agreement might be considered limited as evidence of its strong partnership base. From the broader understanding, LACCD hopes to be recognized for its expanded efforts to reach out, connect, and secure support (via signed letters of support) from a wider pool of partners in order to assure the success of this Round 2 Career Pathways Trust project.

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**V.4 Describe how matching resources and/or in-kind contributions from public, private, and philanthropic sources will be used to leverage and build the proposed career pathway program (s). Upload any letters of commitment describing the match and/or in-kind, specifying the amount of match or in-kind, identifying a contact person and phone number, and signed by an authorized agency representative. Letters mailed or electronically mailed to the CDE will not be considered; all letters must be uploaded and submitted with the application.**

**Answer:** The following provides information on this project's matching resources, which will support the development of Career Pathways between the community colleges and targeted high schools.

**Corporate matching resources (See attached personalized letters):** The resources from the public/private partners (valued above \$1,702,500) will cover the time-and-effort given by designated representatives in order to share industry trends, skills needed in the future, and identify internships and job opportunities. The signed partnership agreement and attached letters demonstrate each entity's short and long-term commitment to LACCD and the project.

**Workforce Development System (see attached letters):** The City of LA and Verdugo WIBs are partners that will contribute a total of \$421,000 of in-kind support. These resources will enable the project to broaden its internship capacity as well as outreach capabilities. They will enable LACCD and its partner schools/colleges to gain a better understanding on how WIA/WIOA services can assist students towards jobs and careers.

**BizFed & LACCD Internship Strategy (see attached letter):** LACCD will align this project with the newly-formed BizFed Workforce Development Committee. This strategy will allow

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LACCD colleges to leverage the 265,000 businesses of BizFed and establish a regional internship component that allows students to gain work-based experiences. Through this committee, colleges and high schools will learn about the hiring needs of partner employers and be able to help students broaden their understanding on the types of skills needed in their future career.

City of Los Angeles Green Business Certification Program (see attached letter with \$100,000 matching value): This program is administered by LACCD and focuses on helping businesses in the office/retail, restaurant, and automotive sectors to deploy sustainable business practices. As a matching resource, it will offer information to college and high school faculty on

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**Question V.4 continued:**

**Answer:** topics that can help small businesses deploy sustainable business practices. It will also help coordinate internships at companies that are deploying green-building strategies, which will allow students to have a frontline view on the methods and strategies used in lowering emissions, using less energy, and minimizing the waste of natural resources.

CA Employment Training Panel (see attached letter with \$100,000 matching value): LACCD administers this incumbent worker training program funded by the State of California Employment Training Panel (ETP). It targets manufacturing, logistics, and other industry sectors, which meet the state's eligibility criteria. From this project, a broad array of businesses will be identified to help with locating internships and industry guest speakers. They will share industry trends data, which will further expand school awareness on industry trends.

SB 1070 (see attached letter): This funded project by the CA Chancellor's Office is designed to connect all nine District colleges and improve their linkages with the local high school system. It is also designed to increase college-readiness for high school students and develop career pathways that align with industry themes. This resource will be aligned with the proposed project so that staff efforts are complimentary rather than duplicative.

Perkins Career Technical Education (see attached letter): This fund is based on the proportion of statewide economically disadvantaged CTE students enrolled in the prior academic year throughout the district. This resource will help minimize duplication in the development of CTE programs and documenting student needs.

General Fund: In the future, LACCD will use its traditional (General Fund) resources and coupled with the project's matching resources to ensure the project is able to sustain the Career Pathways design. This will include aligning college-level academic processes as well as college-driven grant procurement efforts.

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**Section VI: Program Outcome Measures (20 points)**

**VI.1 Identify at least three measurable outcomes, in terms of benefits to students, on which the consortium will focus and be held accountable for during the 2015-16 program year. Refer to Program Outcome Measures on pages 15-17.**

**Answer:** GOAL #1:

Increase the percentage of students graduating from designated high schools linked to LACCD's career pathway initiative.

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Measurable outcomes:

1. # of students enrolled in the career pathway project
2. Academic performance indicators of students
3. # of students who received a high school diploma
4. # of students and their credits earned in dual enrollment courses aligned with the project
5. # of students and their credits earned in credit by exam opportunities aligned with the project
6. # of students completing a credit course aligned with the project
7. # of students completing a career pathway project with a "C" grade or better

**BENEFITS**

- Accumulating college credits while still in high school
- Help students graduate on time or even early
- Dual enrollment gives students an idea of full-time college coursework
- College courses gives students a closer look at his/her area of academic interest
- Taking a college-level class will help students demonstrate the ability to handle more difficult coursework and acquire time management skills
- Students have a better understanding of industry trends that affect their academic interest

**GOAL #2:**

Improve quality of educational programs and services so as to increase students' success in attaining their educational goals, transition successfully into an aligned postsecondary program, and graduate with a degree or credential in a high-demand field.

Measurable outcomes:

1. # of students enrolled in the project
2. # of students completing a career pathway
3. # of students participating in job shadowing opportunities and/or mentoring opportunities
4. # of students participating in internships and/or work experience opportunities
5. # of students participating in a state-approved apprenticeship program aligned with the project
6. # of students in student leadership organizations as part of the project
7. # of students who entered into training aligned with the career pathway

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**Question VI.1 continued**

- Answer:
8. # of students who received a nationally recognized industry-valued certificate
  9. # of students in the project who received a state-approved CTE certificate
  10. # of students in the project who received an AA or AS degree
  11. # of students who transitioned to a four-year college or university

**BENEFITS**

- Increase attendance through structured and contextualized learning sequences
- Increase the # of students who complete career-focused certificates in a timely manner and/or transfer to a 4-year university
- Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups
- Students have a better understanding of industry trends that affect their academic interest.

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**GOAL #3:**

Increase community engagement and expand business, community, and civic partnerships that will enable students to gain employment experience and/or successfully secure employment.

**Measurable outcomes:**

1. # of students participating in job shadowing opportunities aligned with the project
2. # of students participating in mentoring opportunities aligned with the project
3. # of students participating in internships aligned with the project
4. # of students participating in work experience opportunities
5. # of students participating in an apprenticeship program aligned with the project
6. # of students who received a nationally recognized industry-valued certificate
7. # of students in the project who received a state-approved CTE certificate
8. # of students who entered into training aligned with a pathway
9. # of students who entered employment aligned with the career pathway

**BENEFITS**

- Students will experience a prospective career path through career exploration.
- Students can participate in work experience and gain practical knowledge.
- Students gain specialized skills, transferable, leadership, communication, teamwork, and time management skills.
- Students gain confidence in their abilities

**VI.2 VI.2. Explain the decision making process that determined these outcomes and how the consortium will continue to establish annual goals.**

**Answer:** Accountability of the Region's Education System: The process for determining the measurable outcomes included an open dialogue between LACCD, its community colleges, and partner high schools. The process also included K-12 and higher education representatives coming together during multiple district-hosted information-gathering sessions that resulted in a deep exploration on how the project can enhance and expand educational services throughout the region. For example, LACCD held meetings in June, August, and November of 2014 that allowed college and high schools to discuss possible outcomes between the educational layers. The meetings also covered LACCD's industry sectors of interest, which the District finalized later with the targeted high schools. LACCD and college-based staff also met with LAEDC and BizFed to expand the research on labor market information and validate each targeted sector for high-skill, high-wage, and high-growth potential. These meetings helped finalize the project's industry focus and overall performance measures.

**Determining Local High School Interests and Capacities:** LACCD and its colleges also held individual meetings with local high schools to determine their metrics for the project. For example, meetings with school counselors (i.e., from Sylmar and San Fernando High Schools) resulted in a clearer understanding on the educational capacity to deploy CTE-related education activities. From these meetings, LACCD was able to learn the level of capacity towards the project's targeted industry sectors focusing on their academic, equipment and fiscal capacity to align with the targeted career pathways. Information from these meetings added to the development of the performance outcomes.

**Communication with Regional USDs:** LACCD also communicated with LAUSD (as a Round 1 grantee) to compare career pathways and identify high schools that can benefit from this project. This raised the potential for non-duplicated services and a

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**Question VI.2 continued:**

**Answer:** higher probability for developing and deploying successful and complimentary Career Pathways.

**Comparing Strategies and Anticipated Outcomes of Different Initiatives:** There are a variety of education-related projects funded by local, state, and federal funds that can complement the proposed project. For example, LACCD and its colleges administer the SB 1070 project, a DOL Trade Adjustment Assistance Act grant, and the Carl Perkins program. It also administers the Cal-WORKs program as well as the (future) Adult Education program. LACCD has developed the project outcomes with the understanding that resources and strategies should be complementary rather than competitive. Instead of working in isolation, this project will identify the best-practices of such programs and align them with the proposed Career Pathways project. From its efforts, LACCD hopes to serve more students and create more relevant educational sequences.

**Making Data-Driven Decisions in Establishing Annual Goals:** Student outcomes will be critical for measuring the educational service capacity of schools, colleges, and universities as well as determining the overall success of the Career Pathways project. LACCD considers the measurable outcomes (listed above) as the driving force in developing a skilled talent pool that can meet the needs of targeted industry sectors. The quantitative data and information are the basis to forming the project's current (and future) regional design, which LACCD will use to assist its partners in continuously refining their individual Career Pathways strategy. From the use of data and the cyclical review method, the project will assist local high schools and colleges (as well as universities) to create future pathways and deploy educational strategies that continue to equip young people with the right blend of skills and knowledge. From this data-driven format, the project will help many students in becoming competitive in the job market.

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**VI.3 Describe the consortium's ability to collect, track and analyze student level data used to measure the program outcomes listed on pages 15-17 of this RFA. Highlight how the consortium will leverage statewide, regional, or multi-region systems for data collection and data exchange.**

**Answer:** Student Tracking System: This project will collect data on the number of students who complete high school, transition into an aligned postsecondary program, graduate with a degree or credential in a high-demand field, and successfully secure employment by using on-ground data-gatherers that are equipped with a technology/cloud-based monitoring method. LACCD will set aside funds in its budget so it can expand its technology-based tracking platform and allow college and high school staff to submit data using the power of the Internet. LACCD will leverage its Gram-Tracker ([www.LACCDGramTracker.com](http://www.LACCDGramTracker.com)) to achieve this task since it was developed back in 2009 to make special project monitoring more efficient and effective.

For this project, LACCD will customize the platform to add the following common metrics: # of students served, # completing high school, # transitioning into an aligned postsecondary program, # graduating with a degree or credential, # securing employers, # of professional development meetings, # of developed curricula, and the # of events between stakeholders. LACCD will share this platform with college and high school staff and show them how to access and submit information in order to ensure all participant data (from the high school and college levels) are submitted efficiently and accurately. The following individuals (see attached resumes) have years of experience and will work with college and high school staff in order to ensure full accountability of the project's data

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and enable consistent collection, tracking and analysis of student progress: Steve Moch (12 years of college-based MIS, data-tracking and performance reporting, projects management experience), Rola Halawanji (8 years of college CTE projects administration), and Jaime Avina (16 years of college-level reporting, data-tracking, and fiscal reporting).

Monitoring and Evaluation: LACCD will use a cyclical monitoring process to gather data and track the attainment of project

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**Question VI.3 continued:**

**Answer:** milestones. Project monitor(s) will review project activities by conducting site visits at project-related locations (high schools and colleges). Reports will be developed that cover quality of service by subcontractors, student and faculty satisfaction, and the achievement of project benchmarks. The basis for these reviews includes, but is not limited to, the following: student attendance, faculty participation, graduation and diploma attainment, internship retention, entrance into college, and employment.

Using Regional and State Initiatives for Common Metrics & other Data: LACCD is fortunate to have colleges funded by the CA Chancellor's Office in the Deputy Sector Navigator, SB 1070, and Prop 39 categories. District colleges also regularly participate in meetings hosted by the Los Angeles/Orange County Workforce Development Regional Consortia. LACCD will also work with Cal-PASS and other statewide tracking systems to access longitudinal data related to our targeted industry sectors. Through these state-supported initiatives, LACCD will have access to educational and industry-related data as well as cross-platform metrics on student progress and student momentum points. LACCD will use these mechanisms and exchange information relative to its Career Pathways project.

Research and Evaluation: This project includes a partnership with the Rand Corporation, which is known for its data-gathering and evaluation capacity. LACCD will leverage its capabilities to deploy a regional evaluation that measures local outcomes and compares them with state and national statistics. We anticipated that the data-gathering effort will include communications with other Career Pathways grantees (Round 1 and Round 2) and local colleges and high schools that result in a deeper understanding on the Career Pathways model's strengths and scalable opportunities.

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**VI.4 Describe the innovative services and strategies that will be used to ensure positive student outcomes for all students within the career pathway program that will promote student transitions into employment, training, and/or postsecondary education. Include an explanation of how credit-by-exam, e-transcripts, technical certification or degree, and dual enrollment courses might be included.**

**Answer:** The following approaches will ensure students transition into postsecondary education as well as increase the possibility of obtaining good-paying jobs and careers.

Expanding Dual Enrollment Activities: This project will increase the number of dual enrollment agreements between partner colleges and high schools throughout the region. LACCD will review (and update) current agreements to ensure high school students can access a more streamlined educational service between the high school and college levels. In July 2015, LACCD college faculty and administrators will schedule meetings with high school officials in order to document any existing articulation agreements and determine what industry thematic efforts can be made. From this effort, upgraded agreements can be developed that will enable students to receive college credit during

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their high school years.

**E-Transcripts/E-Portfolios:** A few district colleges already provide this service to their students. Through this project, LACCD will be able to assist all participating colleges and high schools in order to develop their own approach. We will consider those that currently use the strategy as examples for colleges and schools that are not already offering it. College leaders such LA Trade Tech College will share information so that a uniformed strategy will emerge through this Career Pathways project. This approach improves the standardization and movement of student records. Electronic student records can help increase the efficiency of ground level operations by automating the exchange process, standardizing the content, tracking the progress of the records, and providing data that can be downloaded into student information systems or admissions analysis packages.

**Leveraging the Region's Business Community:** LACCD currently works closely with BizFed, which is a 501(c) organization comprised of 50 Chambers of Commerce and 268,000 businesses that employ about 3 million people. As a partner, LACCD will

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**Question VI.4 continued:**

**Answer:** leverage its capacity to increase access to employers so that the educational system can receive industry trends data and more students can participate in work-based learning opportunities. Rather than leveraging a single Chamber of Commerce, this project will connect with an array of Chambers in order to broaden access to the region's private employer base.

**Using a Project Portal and Synchronous/Asynchronous Technology to Disseminate Information:** LACCD will include partner information on the project's online portal ([www.LARegionalCareerPathways.com](http://www.LARegionalCareerPathways.com)) to help expand the awareness about the project's available services and assure all stakeholders remain aware of project deadlines and deliverables. By doing so, students, parents, faculty and educators will have the opportunity to share information and leverage complimentary activities through the workforce development system. In July 2015, LACCD will designate staff to work with web content developers to ensure the proper creation and unity of the project-related services. These developers will ensure the online presence is adequate to meet all partner expectations. All career pathways will be displayed and be connected with student organizations of participating high schools and colleges. Through this portal, students will access each career pathway profile that contains the following information: job function, wages, openings, educational pathway or courses map, essential skills, training providers, industry-recognized certificates, application process, current employers of record, and professional organizations.

Beginning in July 2015, LACCD will expand its technology-based capacity (using the Cisco TelePresence technology) to beam live information into the project's learning hubs. This approach will expand the delivery of education, while minimizing operational and travel costs for project youths, educators, and Career Pathway-related business leaders.

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**Section VII: Capability and Sustainability (20 points)**

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**VII.1 Describe your agency's capabilities and knowledge in conducting and administering state-funded projects, partnerships, and contracts. Describe your agency's ability to collect and report financial and student performance data as required.**

**Answer:**

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LACCD has been successful in developing regional collaborations that successfully procured state and national grant funds.

#### EXAMPLES OF PROJECTS

LACCD has successfully secured grants in the past few years that have benefited the entire Los Angeles region's educational system. These include, but are not limited to, the following: (State) Prop 39, Employment Training Panel, SB 1070, Deputy Sector Navigator, CA Green Jobs Corps, and CA Clean Energy - 1a & 3, (Federal) Round 2 & 3 of the Dept. of Labor's TAACCCT funds and Pathways Out of Poverty, and (Local) LA City Green Business Certification Program. LACCD successfully administered (fiscal and programmatic) these grants and has met all expected deliverables.

#### EXAMPLES OF INDUSTRY INTERMEDIARY EFFORTS

LACCD has been a leader in regional industry-driven regional initiatives, which include multiple college districts, multiple workforce development systems, various community-based organizations, and a broad range of business and industry partners. The following are examples of such endeavors, which have resulted in the receipt of resources that benefit the Los Angeles region: Green-West Alliance ([www.GreenWestAlliance.com](http://www.GreenWestAlliance.com)), City of LA Green Business Certification Program ([www.GreenBizLA.com](http://www.GreenBizLA.com)), Cal-Apps C.R.E.W. ([www.CalAppsCrew.com](http://www.CalAppsCrew.com)), and West Coast Motion ([www.WestCoastMotion.com](http://www.WestCoastMotion.com)).

#### COLLECTING & REPORTING FINANCIAL & STUDENT PERFORMANCE DATA

LACCD uses data to drive decisions and manage its categorical projects in order to meet contractual obligations and continually improve educational services. In the listed projects above, for example, LACCD gathered data to gain a deeper understanding on how its educational mechanisms were functioning. It used programmatic and fiscal monitoring reviews to collect information, while being mindful of the funding source's requirement of quantitative information (i.e., numbers served and total achieving expected results). This information was submitted by LACCD as part

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#### Question VII.1 continued:

**Answer:** of expenditures and performance reports. LACCD used its central office (District level) to help gather information and submit required reports. LACCD created the Gram-Tracker ([www.laccdgramtracker.com](http://www.laccdgramtracker.com)) online tracking platform to make project monitoring more efficient and to give staff more access to information. It has enabled LACCD to share information on past grant-funded activities. It continues to help in obtaining information using the Internet, while making information available during monitoring reviews.

For this project, LACCD will submit a yearly expenditure report, a yearly progress report and one end-of-project report to show (1) student momentum points, (2) program outcomes measures, and (3) program deliverables are being met. LACCD will receive and administer the grant funds and submit the required reports to account for the use of grant funds. It will also be responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.

LACCD will build on its online project accountability platform and establish a formal relationship with state-level data mechanisms (i.e., LaunchBoard/Cal-PASS) so that all

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partner colleges and high schools may track project performance more effectively. During the first quarter of the project, LACCD will deploy a technology-based tracking platform that enables project-designated monitors to gather data and submit information using the Internet. LACCD has been using the Gram-Tracker online accountability platform for many of its categorical projects. It will be expanded to support this Career Pathways project. During this project's first quarter, LACCD researchers and monitors will communicate with state data representatives (i.e. LaunchBoard/Cal-PASS) to align data-gathering efforts and ensure no duplication in activities occurs.

**VII.2 How will a Program Specialist(s) convene, connect, measure, or broker efforts to establish or enhance a locally defined career pathway program that connects school districts, county superintendents of schools, charter schools, workforce boards, and community colleges with business entities in the targeted industry sectors. Attach a resumé or a job description/duties for the Program Specialist(s) that demonstrates their skills, education, and work experience. In addition, highlight your agency's approach to leveraging capacity and expertise developed in an existing regional collaboration.**

Answer: CONVENING STAKEHOLDER MEETINGS & PROFESSIONAL DEVELOPMENT ACTIVITIES

The Project Specialist(s) will host meetings that allow high schools and colleges to share educational information and obtain data on industry trends. Project Specialist(s) will also coordinate professional development activities directly for high school and college faculty, administrators and other education-related individuals so they can broaden their awareness of state Career Pathways best-practices and state accountability systems. Regional and sector-based strategies (such as the CA Chancellor's Office data mart and LaunchBoard/Cal-PASS) will also be shared. By doing so, the region's educational system will expand its knowledge and resource base in order to create relevant Career Pathway options.

#### BROKERING ARRANGMENTS WITH BUSINESS & INDUSTRY

Starting in July 2015, Project Specialist(s) will broker arrangements with business leaders to help LACCD and its partners in accessing industry information and identify the skills needed to obtain a certification, degree, and/or credential. This project will build on such relationships to achieve the following:

- Continue providing information on employment/training needs
- Increase access to training activities funded by other resources
- Provide assistance to K-12 and colleges in the area of curriculum development
- Leverage professional development events to help connect colleges, high schools and business and industry
- Leverage workforce development resources

#### CONNECTING EDUCATORS TO BUSINESS & INDUSTRY

One of the duties of the Project Specialist(s) is to improve the linkage between high schools, colleges, and business/industry representatives. They will convene monthly meetings to gather information on industry trends and allow educators to better understand existing strategies that meet such trends. From this awareness, schools will be better equipped to deploy services that address business and industry needs and can assist

Question VII.2 continued:

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Answer: students to be better prepared for college and future careers. LACCD will designate the following as Project Specialist(s) due to their knowledge and experience in the areas of CTE, partnership development, reporting, and management: Rola Halawanji, Steve Moch, and Jaime Avina (see attached resumes).

#### ATTENDING (LA/OC) REGIONAL CONSORTIA & STATE-LEVEL MEETINGS

To ensure the broadest understanding of industry trends and educational practices, the Project Specialist(s) will attend LA/OC Regional Consortia and other state-level meetings so that the project can obtain information from the regional and state levels and share it with colleges and high schools.

#### LEVERAGING CAPACITY & EXPERTISE OF REGIONAL DEANS, SECTOR/DEPUTY SECTOR NAVIGATORS, & CAREER PATHWAY-RELATED REPRESENTATIVES

LACCD and its colleges have working relationships with State-level authorities, the CA Chancellor's Office, Deputy Sector Navigators, SB 1070, Prop 39, CTE-related leaders, regional economic development agencies, and the WIA/WIOA-funded workforce system. Program Specialist(s) will work with such initiatives in order to measure the progress of the LACCD Regional Career Pathways initiative and further expand partner awareness of best practices and regional strategies.

#### LEVERAGING REGIONAL RESOURCES, STRUCTURES & WORKFORCE BOARDS

The Project Specialist(s) will leverage regional resources to maximize the development of Career Pathways and enhance the provision of educational services. By braiding resources, they will expand access to educational services for more students and ensure a higher level of efficiency in the exchange of information. For example, the Project Specialist(s) will schedule meetings (starting in August 2015) with workforce development agencies to align resources with college or K-12 initiatives. Entities funded by WIA/WIOA will share information on training resources to enhance the learning options for targeted students.

**VII.3 Explain your long-term sustainability plan for the proposed career pathway(s). Include types of programs, partnerships, resources, and funding that will help sustain the career pathway program after the grant period has ended.**

Answer: LACCD will deploy the following strategies to sustain the project's components.

**CTE/Career Pathway Deans-Level Efforts to Create Credit-Based Courses:** LACCD, via the Office of Economic & Workforce Development, will assist colleges in adopting the Career Pathways model through the development of Career Pathway (credit-based) courses using the District's traditional CTE program approval process. The Career Pathways topic will be made a standing item in monthly meetings so that colleges can continue sharing information. By doing so, the development of future credit-based educational options will conform to the new Career Pathways model and a better sequence of educational service will be available from the high school to the 4-year university levels.

**Continued and Expanded Employer Support:** LACCD will continue to establish connections with employers that align with the proposed Career Pathways through the new BizFed Workforce Development Committee. By doing so, this project's efforts to

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develop educational options that address industry trends will continue to be assisted by industry representatives. LACCD (and its community colleges and partner high schools) can continue pursuing local, state, and federal grant funds that require partnerships with employers. Colleges will continue receiving industry trends data from partner employers so that the highest relevance in college credit-based courses may be assured.

**Sustaining the Multi-Regional Service Locations:** The project's Learning Hub design will continue throughout LACCD and its community colleges so that facilities designated as Career Pathway learning environments can be sustained after the project ends. This strategy (using resources such as ETP, contract education funds, and general funds that have a combined value of \$500,000 - see attached matching letters) will help keep designated service locations (as learning hubs) in operation and help ensure the continued development and offering of Career

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**Question VII.3 continued:**

**Answer:** Pathways learning options. CTE (annually, based on LACCD's allotted funding pattern) is already a part of each college's framework. The formation of the Career Pathways model would be an elevation to such existing educational strategies.

**Maintaining the Technology-Based Solution and Online Portal:** LACCD's EWD and Information Technology Divisions will incorporate the project's portal into the District-supported website so that future updates on educational services (relative to the project's targeted pathways) will remain accessible. LACCD will leverage the District's internal bandwidth capacity to sustain the technology-based solution and maintain the strong connection between the project's learning hubs to allow continued use and sharing of information at affordable levels.

**MULTIPLE RESOURCES TO SUSTAIN THE PROJECT**

LACCD will leverage its resources that include (but are not limited to) the following: SB 1070 (\$20,000 in 2015-16), Employment Training Panel (valued at \$200,000 in 2015-16), and Carl Perkins funds (valued at \$200,000 based on last year's 2013-14 funding level). General funds that are allotted to each college will also be used to sustain the project. These include CTE courses and select administrative support funds.

**MULTIPLE PARTNERS TO SUSTAIN THE PROJECT**

LACCD will continue to work with and be supported by the following partners: LA City/County and Verdugo WIBs, USDs (LAUSD, Culver City, Burbank via the AB 86 initiative), college-specific high schools (see Attachments section), and BizFed (which represents 265,000 businesses). The District's nine colleges will all sustain the Career Pathways initiative. Through monthly CTE Dean meetings and other regional activities, each college will ensure closer working relations with their targeted high schools.

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**Section VIII: Budget and Budget Narrative (15 points)**

- VIII.1** An annual budget is required for each program year and the program expenses that will be identified using grant funds in the 2015-16 school year. Matching amounts from partners and set aside funds from the district should also be displayed in the proposed budgets. Provide a detailed budget narrative for the 2015-16 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary

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and reasonable in terms of benefits to students within the career pathway program. Upload Forms F and G.

VIII.2 An annual budget is required for each program year and the program expenses that will be identified using grant funds in the 2016-17 school year. Matching amounts from partners and set aside funds from the district should also be displayed in the proposed budgets. Provide a detailed budget narrative for the 2016-17 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the career pathway program. Upload Forms H and I.

VIII.3 Applicants will have to demonstrate how they will financially sustain the proposed career pathway program during the 2017-18 school year. Matching amounts from partners and set aside funds from the district should be identified in the proposed budgets. Provide a detailed budget narrative for the 2017-18 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the career pathway program. Upload Forms J and K.

VIII.4. Applicants will have to demonstrate how they will financially sustain the proposed career pathway program during the 2018-19 school year. Matching amounts from partners and set aside funds from the district should be identified in the proposed budgets. Provide a detailed budget narrative for the 2018-19 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the career pathway program. Upload Forms L and M.

Select a Report    
Select a Year

## Cohort Outcome Data for the Class of 2012-13

### List of Districts in the County for Los Angeles

| CDS                   | Name  | Cohort Students | Cohort Graduates | Cohort Graduation Rate | Cohort Dropouts | Cohort Dropout Rate | Cohort Special Ed Completers | Special Ed Completers Rate | Cohort Still Enrolled | Still Enrolled Rate | Cohort GED Completer | GED Rate |
|-----------------------|---|-----------------|------------------|------------------------|-----------------|---------------------|------------------------------|----------------------------|-----------------------|---------------------|----------------------|----------|
| <u>19642120000000</u> | ABC Unified                                     | 1,709           | 1,596            | 93.4                   | 59              | 3.5                 | *                            | 0.0                        | 53                    | 3.1                 | *                    | 0.1      |
| <u>19101990109926</u> | Academia Avance Charter                         | 51              | 43               | 84.3                   | *               | 7.8                 | *                            | 0.0                        | *                     | 7.8                 | *                    | 0.0      |
| <u>19753090000000</u> | Acton-Agua Dulce Unified                        | 112             | 97               | 86.6                   | *               | 8.9                 | *                            | 0.9                        | *                     | 3.6                 | *                    | 0.0      |
| <u>19647331935154</u> | Alain Leroy Locke 3 College Preparatory Academy | 94              | 58               | 61.7                   | 32              | 34.0                | *                            | 2.1                        | *                     | 2.1                 | *                    | 0.0      |
| <u>19647330118588</u> | Alain Leroy Locke College Prep Academy          | 265             | 81               | 30.6                   | 109             | 41.1                | *                            | 0.4                        | 74                    | 27.9                | *                    | 0.0      |
| <u>19757130000000</u> | Alhambra Unified                                | 2,010           | 1,838            | 91.4                   | 108             | 5.4                 | *                            | 0.3                        | 57                    | 2.8                 | *                    | 0.0      |
| <u>19647330111492</u> | Alliance College-Ready Academy High No. 5       | 140             | 128              | 91.4                   | *               | 4.3                 | *                            | 0.0                        | *                     | 4.3                 | *                    | 0.0      |
|                       | Alliance Dr.                                    |                 |                  |                        |                 |                     |                              |                            |                       |                     |                      |          |

| <u>1964</u>           | <u>00</u>   | 100 | 99  | 99.0 | 1.0 | *   | 0.0 | * | 0.0 | * | 0.0 | 0.0 |
|-----------------------|---|-----|-----|------|-----|-----|-----|---|-----|---|-----|-----|
|                       | Olga Mohan High                                     |     |     |      |     |     |     |   |     |   |     |     |
| <u>19647330117606</u> | Alliance Environmental Science and Technology High  | 124 | 109 | 87.9 | *   | 5.6 | 0.0 | * | 6.5 | * | 0.0 | 0.0 |
| <u>19647330106864</u> | Alliance Gertz-Ressler Richard Merkin 6-12 Complex  | 99  | 93  | 93.9 | *   | 4.0 | 0.0 | * | 2.0 | * | 0.0 | 0.0 |
| <u>19647330117598</u> | Alliance Health Services Academy High               | 103 | 95  | 92.2 | *   | 5.8 | 0.0 | * | 1.9 | * | 0.0 | 0.0 |
| <u>19647330108936</u> | Alliance Huntington Park College-Ready Academy High | 137 | 135 | 98.5 | *   | 0.7 | 0.0 | * | 0.7 | * | 0.0 | 0.0 |
| <u>19647330108894</u> | Alliance Judy Ivie Burton Technology Academy High   | 145 | 131 | 90.3 | *   | 6.9 | 0.0 | * | 2.8 | * | 0.0 | 0.0 |
| <u>19647330111658</u> | Alliance Marc & Eva Stern Math and Science          | 126 | 120 | 95.2 | *   | 2.4 | 0.0 | * | 2.4 | * | 0.0 | 0.0 |
| <u>19647330116509</u> | Alliance Media Arts and Entertainment Design High   | 100 | 95  | 95.0 | *   | 4.0 | 0.0 | * | 1.0 | * | 0.0 | 0.0 |
| <u>19647330111641</u> | Alliance Ouchi-O'Donovan 6-12 Complex               | 96  | 84  | 87.5 | *   | 5.2 | 0.0 | * | 7.3 | * | 0.0 | 0.0 |
|                       | Alliance  |     |     |      |     |     |     |   |     |   |     |     |



|                       |  |     |     |      |      |   |     |    |      |   |     |
|-----------------------|--|-----|-----|------|------|---|-----|----|------|---|-----|
| <u>1964733011891</u>  | Renee and Meyer Luskin Academy High        | 84  | 65  | 77.4 | 10.7 | * | 0.0 | *  | 11.9 | * | 0.0 |
| <u>19647330121293</u> | Alliance Tennenbaum Family Technology High | 78  | 60  | 76.9 | 9.0  | * | 0.0 | *  | 12.8 | * | 1.3 |
| <u>19647330124883</u> | Animo College Preparatory Academy          | 101 | 61  | 60.4 | 18.8 | * | 0.0 | 21 | 20.8 | * | 0.0 |
| <u>19646341996586</u> | Animo Inglewood Charter High               | 134 | 116 | 86.6 | 11.9 | * | 0.7 | *  | 0.7  | * | 0.0 |
| <u>19647330111583</u> | Animo Jackie Robinson High                 | 138 | 135 | 97.8 | 2.2  | * | 0.0 | *  | 0.0  | * | 0.0 |
| <u>19647091996313</u> | Animo Leadership High                      | 145 | 128 | 88.3 | 9.0  | * | 1.4 | *  | 1.4  | * | 0.0 |
| <u>19647330118596</u> | Animo Locke II College Preparatory Academy | 213 | 127 | 59.6 | 35.7 | * | 0.0 | *  | 4.7  | * | 0.0 |
| <u>19647330111617</u> | Animo Locke Technology High                | 107 | 71  | 66.4 | 29.9 | * | 0.0 | *  | 3.7  | * | 0.0 |
| <u>19647330106849</u> | Animo Pat Brown                            | 115 | 95  | 82.6 | 11.3 | * | 1.7 | *  | 4.3  | * | 0.0 |
| <u>19647330111575</u> | Animo Ralph Bunche High                    | 202 | 167 | 82.7 | 14.4 | * | 0.0 | *  | 3.0  | * | 0.0 |
| <u>19647330102434</u> | Animo South Los Angeles Charter            | 139 | 127 | 91.4 | 8.6  | * | 0.0 | *  | 0.0  | * | 0.0 |
| <u>19647330106831</u> | Animo Venice Charter High                  | 99  | 80  | 80.8 | 17.2 | * | 0.0 | *  | 2.0  | * | 0.0 |
|                       | Animo Watts College                        |     |     |      |      |   |     |    |      |   |     |

|                       |                                   |       |       |      |     |      |    |     |     |      |   |     |
|-----------------------|-----------------------------------|-------|-------|------|-----|------|----|-----|-----|------|---|-----|
| <u>19647</u> 625      | Preparatory Academy               | 102   | 81    | 79.4 |     | 12.7 | *  | 0.0 | *   | 7.8  | * | 0.0 |
| <u>19648570112714</u> | Antelope Valley Learning Academy  | 280   | 20    | 7.1  | 102 | 36.4 | *  | 0.0 | 158 | 56.4 | * | 0.0 |
| <u>19642460000000</u> | Antelope Valley Union High        | 5,429 | 4,218 | 77.7 | 563 | 10.4 | *  | 0.2 | 637 | 11.7 | * | 0.0 |
| <u>19647330117077</u> | APEX Academy                      | 97    | 64    | 66.0 | *   | 10.3 | *  | 0.0 | 23  | 23.7 | * | 0.0 |
| <u>19642610000000</u> | Arcadia Unified                   | 867   | 852   | 98.3 | *   | 0.1  | *  | 0.0 | 14  | 1.6  | * | 0.0 |
| <u>19647330122721</u> | Aspire Pacific Academy            | 120   | 101   | 84.2 | *   | 3.3  | *  | 0.0 | 15  | 12.5 | * | 0.0 |
| <u>19753090127100</u> | Assurance Learning Academy        | 133   | *     | 0.0  | 52  | 39.1 | *  | 0.0 | 81  | 60.9 | * | 0.0 |
| <u>19648810113464</u> | Aveson Global Leadership Academy  | 14    | *     | 71.4 | *   | 14.3 | *  | 7.1 | *   | 7.1  | * | 0.0 |
| <u>19642790000000</u> | Azusa Unified                     | 696   | 647   | 93.0 | 43  | 6.2  | *  | 0.0 | *   | 0.9  | * | 0.0 |
| <u>19642870000000</u> | Baldwin Park Unified              | 1,040 | 969   | 93.2 | 62  | 6.0  | *  | 0.0 | *   | 0.9  | * | 0.0 |
| <u>19642950000000</u> | Bassett Unified                   | 288   | 263   | 91.3 | 16  | 5.6  | *  | 0.0 | *   | 3.1  | * | 0.0 |
| <u>19643030000000</u> | Bellflower Unified                | 1,025 | 955   | 93.2 | 37  | 3.6  | 13 | 1.3 | 20  | 2.0  | * | 0.0 |
| <u>19643110000000</u> | Beverly Hills Unified             | 522   | 496   | 95.0 | 17  | 3.3  | *  | 0.0 | *   | 1.7  | * | 0.0 |
| <u>19647331931047</u> | Birmingham Community Charter High | 609   | 520   | 85.4 | 55  | 9.0  | *  | 0.3 | 32  | 5.3  | * | 0.0 |
| <u>19643290000000</u> | Bonita Unified                    | 820   | 781   | 95.2 | 30  | 3.7  | *  | 0.0 | *   | 1.0  | * | 0.1 |
|                       | Bright Star                       |       |       |      |     |      |    |     |     |      |   |     |

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|                |   |       |       |      |     |      |   |     |     |      |   |     |
|----------------|---|-------|-------|------|-----|------|---|-----|-----|------|---|-----|
| 19647          | Secondary Charter Academy                           | 55    | 38    | 69.1 |     | 5.5  | * | 0.0 | 14  | 25.5 | * | 0.0 |
| 19643370000000 | Burbank Unified                                     | 1,382 | 1,267 | 91.7 | 69  | 5.0  | * | 0.2 | 42  | 3.0  | * | 0.1 |
| 19650940112706 | California Virtual Academy @ Los Angeles            | 224   | 137   | 61.2 | 58  | 25.9 | * | 0.0 | 29  | 12.9 | * | 0.0 |
| 19647330106435 | Camino Nuevo Charter High                           | 115   | 109   | 94.8 | *   | 1.7  | * | 0.0 | *   | 3.5  | * | 0.0 |
| 19643520000000 | Centinela Valley Union High                         | 1,677 | 1,143 | 68.2 | 306 | 18.2 | * | 0.5 | 219 | 13.1 | * | 0.0 |
| 19647330100800 | Central City Value                                  | 103   | 97    | 94.2 | *   | 2.9  | * | 0.0 | *   | 2.9  | * | 0.0 |
| 19647330108878 | CHAMPS - Charter HS of Arts-Multimedia & Performing | 177   | 153   | 86.4 | 12  | 6.8  | * | 0.0 | 12  | 6.8  | * | 0.0 |
| 19643780000000 | Charter Oak Unified                                 | 517   | 487   | 94.2 | 24  | 4.6  | * | 0.0 | *   | 1.2  | * | 0.0 |
| 19643940000000 | Claremont Unified                                   | 641   | 624   | 97.4 | 15  | 2.3  | * | 0.2 | *   | 0.2  | * | 0.0 |
| 19734370000000 | Compton Unified                                     | 1,549 | 1,007 | 65.0 | 397 | 25.6 | * | 0.1 | 143 | 9.2  | * | 0.0 |
| 19644360000000 | Covina-Valley Unified                               | 1,333 | 1,276 | 95.7 | 35  | 2.6  | * | 0.6 | 14  | 1.1  | * | 0.0 |
| 19647330101659 | Crenshaw Arts-Technology Charter High               | 48    | 47    | 97.9 | *   | 2.1  | * | 0.0 | *   | 0.0  | * | 0.0 |
| 19644440000000 | Culver City Unified                                 | 606   | 525   | 86.6 | 68  | 11.2 | * | 0.3 | *   | 1.7  | * | 0.2 |
| 19651690119636 | Da Vinci Design                                     | 133   | 120   | 90.2 | *   | 5.3  | * | 0.0 | *   | 4.5  | * | 0.0 |

|                       |                                     |       |       |      |     |      |    |     |   |      |   |     |
|-----------------------|-------------------------------------|-------|-------|------|-----|------|----|-----|---|------|---|-----|
| <u>19651</u>          | Da Vinci Science                    | 156   | 148   | 94.9 | *   | 3.8  | *  | 0.0 | * | 1.3  | * | 0.0 |
| <u>19642461996537</u> | Desert Sands Charter                | 647   | 87    | 13.5 | 289 | 44.7 | *  | 0.2 | * | 41.7 | * | 0.0 |
| <u>19647330115253</u> | Discovery Charter Preparatory No. 2 | 74    | 63    | 85.1 | *   | 4.1  | *  | 0.0 | * | 10.8 | * | 0.0 |
| <u>19644510000000</u> | Downey Unified                      | 2,062 | 1,911 | 92.7 | 109 | 5.3  | 26 | 1.3 | * | 0.8  | * | 0.0 |
| <u>19644690000000</u> | Duarte Unified                      | 308   | 287   | 93.2 | 18  | 5.8  | *  | 0.6 | * | 0.3  | * | 0.0 |
| <u>19647331932623</u> | El Camino Real Charter High         | 883   | 827   | 93.7 | 35  | 4.0  | *  | 0.1 | * | 2.0  | * | 0.2 |
| <u>19645190000000</u> | El Monte Union High                 | 2,285 | 1,980 | 86.7 | 176 | 7.7  | 16 | 0.7 | * | 4.9  | * | 0.0 |
| <u>19645270000000</u> | El Rancho Unified                   | 818   | 716   | 87.5 | 70  | 8.6  | 12 | 1.5 | * | 2.4  | * | 0.0 |
| <u>19645350000000</u> | El Segundo Unified                  | 298   | 289   | 97.0 | *   | 1.3  | *  | 0.0 | * | 1.0  | * | 0.7 |
| <u>19646911996438</u> | Environmental Charter High          | 101   | 86    | 85.2 | *   | 3.0  | *  | 0.0 | * | 11.9 | * | 0.0 |
| <u>19647330112557</u> | Frederick Douglass Academy High     | 76    | 63    | 82.9 | *   | 10.5 | *  | 0.0 | * | 6.6  | * | 0.0 |
| <u>19645680000000</u> | Glendale Unified                    | 2,291 | 2,105 | 91.9 | 102 | 4.5  | *  | 0.0 | * | 3.6  | * | 0.1 |
| <u>19645760000000</u> | Glendora Unified                    | 618   | 605   | 97.9 | *   | 1.0  | *  | 0.3 | * | 0.8  | * | 0.0 |
| <u>19645841996305</u> | Gorman Learning Center              | 218   | 171   | 78.4 | 31  | 14.2 | *  | 0.0 | * | 7.3  | * | 0.0 |
| <u>19647331933746</u> | Granada Hills Charter High          | 1,024 | 967   | 94.4 | 31  | 3.0  | *  | 0.7 | * | 1.9  | * | 0.0 |
| <u>19734450000000</u> | Hacienda la Puente                  | 1,596 | 1,411 | 88.4 | 122 | 7.6  | *  | 0.4 | * | 3.6  | * | 0.0 |



|                       |   |        |        |      |       |      |     |     |       |      |    |     |
|-----------------------|---|--------|--------|------|-------|------|-----|-----|-------|------|----|-----|
| <u>19647330114439</u> | Leadership Academy  | 51     | 48     | 94.1 |       | 2.0  | *   | 0.0 | *     | 3.9  | *  | 0.0 |
| <u>19647330000000</u> | Los Angeles Unified   | 40,315 | 27,443 | 68.1 | 6,950 | 17.2 | 272 | 0.7 | 5,602 | 13.9 | 48 | 0.1 |
| <u>19647740000000</u> | Lynwood Unified   | 1,146  | 838    | 73.1 | 206   | 18.0 | *   | 0.0 | 102   | 8.9  | *  | 0.0 |
| <u>19647336119945</u> | Magnolia Science Academy                                    | 52     | 51     | 98.1 | *     | 0.0  | *   | 0.0 | *     | 1.9  | *  | 0.0 |
| <u>19647330115212</u> | Magnolia Science Academy 2                                  | 23     | 18     | 78.3 | *     | 17.4 | *   | 0.0 | *     | 4.3  | *  | 0.0 |
| <u>19753330000000</u> | Manhattan Beach Unified                                     | 580    | 553    | 95.3 | 17    | 2.9  | *   | 0.5 | *     | 1.2  | *  | 0.0 |
| <u>19651360114439</u> | Mission View Public   | 248    | 36     | 14.5 | 87    | 35.1 | *   | 0.0 | 125   | 50.4 | *  | 0.0 |
| <u>19647900000000</u> | Monrovia Unified  | 463    | 402    | 86.8 | 38    | 8.2  | *   | 0.0 | 23    | 5.0  | *  | 0.0 |
| <u>19648080000000</u> | Montebello Unified  | 2,368  | 2,066  | 87.3 | 161   | 6.8  | 14  | 0.6 | 127   | 5.4  | *  | 0.0 |
| <u>19647330102541</u> | New Designs Charter   | 81     | 59     | 72.8 | 15    | 18.5 | *   | 0.0 | *     | 8.6  | *  | 0.0 |
| <u>19647330120071</u> | New Designs Charter School-Watts                            | 13     | *      | 30.8 | *     | 23.1 | *   | 0.0 | *     | 46.2 | *  | 0.0 |
| <u>19647330117911</u> | New Millennium Secondary                                    | 119    | 103    | 86.6 | *     | 5.0  | *   | 0.0 | *     | 8.4  | *  | 0.0 |
| <u>19647330111484</u> | New Village Girls Academy                                   | 51     | *      | 3.9  | 38    | 74.5 | *   | 0.0 | 11    | 21.6 | *  | 0.0 |
| <u>19647330100776</u> | North Valley Military Institute College Preparatory Academy | 32     | 31     | 96.9 | *     | 0.0  | *   | 0.0 | *     | 3.1  | *  | 0.0 |
| <u>19648400000000</u> | Norwalk-La Mirada   | 1,559  | 1,465  | 94.0 | 48    | 3.1  | *   | 0.4 | 39    | 2.5  | *  | 0.0 |

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|                       |  |       |       |       |      |    |     |     |      |   |     |
|-----------------------|--|-------|-------|-------|------|----|-----|-----|------|---|-----|
| <u>196486</u>         | Pasadena Unified   | 1,331 | 1,102 | 82.8  | 9.2  | *  | 0.4 | 101 | 7.6  | * | 0.0 |
| <u>19649070000000</u> | Pomona Unified   | 1,886 | 1,491 | 79.1  | 14.8 | *  | 0.0 | 115 | 6.1  | * | 0.1 |
| <u>19647330107755</u> | Port of Los Angeles High                                   | 227   | 213   | 93.8  | 3.1  | *  | 1.3 | *   | 1.8  | * | 0.0 |
| <u>19647330109553</u> | PUC CA Academy for Liberal Studies Early College High      | 54    | 45    | 83.3  | 1.9  | *  | 0.0 | *   | 14.8 | * | 0.0 |
| <u>19647330109876</u> | PUC Community Charter Early College High                   | 97    | 93    | 95.9  | 2.1  | *  | 0.0 | *   | 2.1  | * | 0.0 |
| <u>19647330124933</u> | PUC Early College Academy for Leaders and Scholars (ECALS) | 38    | 28    | 73.7  | 10.5 | *  | 0.0 | *   | 15.8 | * | 0.0 |
| <u>19753410000000</u> | Redondo Beach Unified                                      | 691   | 627   | 90.7  | 3.6  | *  | 0.3 | 36  | 5.2  | * | 0.1 |
| <u>19647330101683</u> | Renaissance Arts Academy                                   | 23    | 23    | 100.0 | 0.0  | *  | 0.0 | *   | 0.0  | * | 0.0 |
| <u>19734520000000</u> | Rowland Unified  | 1,157 | 971   | 83.9  | 9.3  | 15 | 1.3 | 63  | 5.4  | * | 0.0 |
| <u>19752910000000</u> | San Gabriel Unified  | 508   | 452   | 89.0  | 5.3  | *  | 0.4 | 27  | 5.3  | * | 0.0 |
| <u>19649640000000</u> | San Marino Unified   | 296   | 294   | 99.3  | 0.0  | *  | 0.0 | *   | 0.7  | * | 0.0 |
| <u>19649800000000</u> | Santa Monica-Malibu Unified                                | 995   | 930   | 93.5  | 3.5  | *  | 0.0 | 30  | 3.0  | * | 0.0 |
| <u>19756971996693</u> | School of Arts and Enterprise                              | 93    | 82    | 88.2  | 8.6  | *  | 0.0 | *   | 3.2  | * | 0.0 |
| <u>19650290000000</u> | South Pasadena Unified                                     | 356   | 346   | 97.2  | 2.2  | *  | 0.0 | *   | 0.6  | * | 0.0 |

|                        |  |       |       |      |     |      |   |     |     |      |   |     |
|------------------------|--|-------|-------|------|-----|------|---|-----|-----|------|---|-----|
| <u>19647330124560</u>  | Synergy Quantum Academy                | 63    | 42    | 66.7 | 12  | 19.0 | * | 0.0 | *   | 14.3 | * | 0.0 |
| <u>196505200000000</u> | Temple City Unified                    | 517   | 489   | 94.6 | 21  | 4.1  | * | 0.6 | *   | 0.8  | * | 0.0 |
| <u>196506000000000</u> | Torrance Unified                       | 2,204 | 2,110 | 95.7 | 37  | 1.7  | * | 0.1 | 53  | 2.4  | * | 0.1 |
| <u>19647336019715</u>  | Vaughn Next Century Learning Center    | 111   | 102   | 91.9 | *   | 3.6  | * | 0.0 | *   | 4.5  | * | 0.0 |
| <u>19647330101196</u>  | View Park Preparatory Accelerated High | 96    | 89    | 92.7 | *   | 6.3  | * | 0.0 | *   | 1.0  | * | 0.0 |
| <u>19647330100750</u>  | Wallis Annenberg High                  | 107   | 106   | 99.1 | *   | 0.9  | * | 0.0 | *   | 0.0  | * | 0.0 |
| <u>197346000000000</u> | Walnut Valley Unified                  | 1,598 | 1,570 | 98.3 | 20  | 1.3  | * | 0.3 | *   | 0.2  | * | 0.0 |
| <u>196509400000000</u> | West Covina Unified                    | 809   | 781   | 96.5 | *   | 0.2  | * | 0.0 | 26  | 3.2  | * | 0.0 |
| <u>196512800000000</u> | Whittier Union High                    | 3,245 | 2,832 | 87.3 | 175 | 5.4  | * | 0.2 | 228 | 7.0  | * | 0.1 |
| <u>196513600000000</u> | William S. Hart Union High             | 4,090 | 3,805 | 93.0 | 68  | 1.7  | * | 0.1 | 214 | 5.2  | * | 0.0 |

### Countywide Totals

| Cohort Students | Cohort Graduates | Cohort Graduation Rate | Cohort Dropouts | Cohort Dropouts Rate | Cohort Special Ed Completers | Cohort Special Ed Completers Rate | Cohort Still Enrolled | Cohort Still Enrolled Rate | Cohort Still GED Completer | Cohort GED Completer Rate |
|-----------------|------------------|------------------------|-----------------|----------------------|------------------------------|-----------------------------------|-----------------------|----------------------------|----------------------------|---------------------------|
| 128,324         | 98,973           | 77.1                   | 16,090          | 12.5                 | 576                          | 0.4                               | 12,599                | 9.8                        | 86                         | 0.1                       |

### Statewide Totals



| Cohort Students | Cohort Graduates | Cohort Graduation Rate | Cohort Dropouts | Cohort Dropouts Rate | Cohort Special Ed Completers | Cohort Special Ed Completers Rate | Cohort Still Enrolled | Cohort Still Enrolled Rate | Cohort GED Completer | Cohort GED Completer Rate |
|-----------------|------------------|------------------------|-----------------|----------------------|------------------------------|-----------------------------------|-----------------------|----------------------------|----------------------|---------------------------|
| 495,316         | 398,442          | 80.4                   | 56,711          | 11.4                 | 2,661                        | 0.5                               | 36,470                | 7.4                        | 1,032                | 0.2                       |

Triple dashes (---) indicate an County Office of Education (COE) which receive the County-wide rate.

An asterisk (\*) appears on the internet reports to protect student privacy where there are ten or fewer students.

Definitions used in producing cohort outcome data. (DOC)

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Chapter 747, Article 3: Baccalaureate Degree Pilot Program

|   |   |
|---|---|
| <p>78040. For purposes of this article, "district" means any community college district identified by the Chancellor of the California Community Colleges as participating in the statewide baccalaureate degree pilot program. Each participating district may establish one baccalaureate degree pilot program pursuant to Section 78041.</p> | <p>78041. Notwithstanding Section 66010.4, and commencing January 1, 2015, the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, may authorize the establishment of district baccalaureate degree pilot programs that meet all of the eligibility requirements set forth in Section 78042.</p> <ul style="list-style-type: none"> <li>• A district pilot program established pursuant to this article shall commence no later than the 2017-18 academic year.</li> <li>• A student participating in a baccalaureate degree pilot program shall complete his or her degree by the end of the 2022-23 academic year. For purposes of this section, a pilot program commences when the first class of students begins the program.</li> <li>• The statewide baccalaureate degree pilot program shall consist of a maximum of 15 districts, with one baccalaureate degree program each, to be determined by the Chancellor of the California Community Colleges and approved by the Board of Governors of the California Community Colleges.</li> </ul> |
| <p>78042. (a) A district shall seek approval to offer a baccalaureate degree program through the appropriate accreditation body.</p>  | <ul style="list-style-type: none"> <li>• ACCJC-Notice of Intent and Substantive Change will be required.</li> <li>• To be submitted upon LACCD and State Chancellor approval of Bachelor of Applied Science in Dental Hygiene (BASDH).</li> <li>• Commission on Dental Accreditation (CODA) Substantive change process will be required. A Notice of Intent will be submitted upon LACCD and State Chancellor approval of the BASDH Pilot Program.<br/><i>Currently, five states have CODA approved Dental Hygiene Bachelor programs in a community college setting.</i></li> </ul>   |
| <p>78042. (b) When seeking approval from the Board of Governors of the California Community Colleges, a district shall maintain the primary mission of the California Community Colleges specified in</p>   |   |

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| <p>paragraph (3) of subdivision (a) of Section 66010.4.</p> <ul style="list-style-type: none"> <li>The district, as part of the baccalaureate degree pilot program, shall have the additional mission to provide high-quality undergraduate education at an affordable price for students and the state.</li> </ul>   | <p>78042. (b)</p> <ul style="list-style-type: none"> <li>LACCD and West Los Angeles College will expand the mission statement to provide high-quality undergraduate (baccalaureate degree) education at an affordable price for students enrolled in the BASDH Pilot Program. The WLAC Dental Hygiene Program is accredited by CODA and the curriculum is equivalent to a bachelor degree DH curriculum.</li> </ul> |
| <p>78042 (c) As a condition of eligibility for consideration to participate in the statewide baccalaureate degree pilot program, a district shall have a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.</p>                | <p>78042 (c) LACCD and West Los Angeles College will adopt a written policy.</p>  |
| <p>78042 (d) A district shall not offer more than one baccalaureate degree program, as determined by the governing board of the district and approved by the Board of Governors of the California Community Colleges, and subject to the following limitations:<br/>         (1) A district shall identify and document unmet workforce needs in the subject area of the baccalaureate degree to be offered and offer a baccalaureate degree at a campus in a subject area with unmet workforce</p> | <p>78042 (d) LACCD will offer only one baccalaureate degree program.</p> <p>78042 (d1) jobs for Dental Hygienists (DH) are expected to grow much faster than average growth rate for all occupations. DH jobs are expected to increase by 23.4% between 2012-2022. [source LMI, EDD, Los Angeles and Orange County]</p>   |

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| <p>needs in the local community or region of the district.</p> <p>(2) A baccalaureate degree pilot program shall not offer a baccalaureate degree program or program curricula already offered by the California State University or the University of California.</p> <p>(3) A district shall have the expertise, resources, and student interest to offer a quality baccalaureate degree in the chosen field of study.</p> | <p>78042 (d2) No Dental Hygiene Programs exist at a CSU or UC. The dental hygiene courses (61 units) transfer as elective units and do not transfer to a major at a CSU or UC. Students electing to obtain a BS must take an additional 60 units for a total of 180 units.</p> <p>78042 (d3) Expertise;<br/>                 The Dental Hygiene Program at West Los Angeles College faculty has the expertise to deliver a baccalaureate degree. WLAC DH faculty meet the National CODA Accreditation Standards to teach in both a community college and/or a university based Dental Hygiene Program.</p> <p>78042 (d3) Resources<br/>                 WLAC has all of the necessary resources to deliver a BS in Dental Hygiene including; affiliation agreements, labs, lecture classrooms, support staff, and supplies.</p> <p>78042 (d3) Student Interest<br/>                 A student survey (67 responses) conducted on 6-26-14 shows the following results: 67% are very interested in a BS program, 11% are interested in a BS program, 14% were neutral, 3% are somewhat interested, and 6% are not interested.</p> <p>78042 (d4) LACCD and West Los Angeles College will select and offer only the Bachelor's of Applied Science in Dental Hygiene.</p> <p>78042 (d5) Upon applying to the WLAC BSDH, students will be informed of the requirement to complete his/her baccalaureate degree by the end of the 2022-23 academic year. WLAC is well positioned to surpass this goal. Students entering the DH program are well prepared to meet this requirement. Based on current trends it is</p> |
| <p>(4) A district shall not offer more than one baccalaureate degree program within the district, which shall be limited to one campus within the district.</p> <p>(5) A district shall notify a student who applies to the district's baccalaureate degree pilot program that the student is required to complete his or her baccalaureate degree by</p>  |  |

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| <p>the end of the 2022-23 academic year, as specified in Section 78041.</p>   | <p>projected to award between 180-240 BS in Dental Hygiene degrees by the 2022-2023 academic year. Starting 2017 the college can grant between 40 BS degrees annually. If SB 850 provides the opportunity to retroactively award degrees, WLAC could potentially grant BS in DH degrees for past graduates that met degree requirements. An average of 22 graduates per year for the past 10-20 years could be eligible to be awarded a BS degree.</p>  |
| <p>(e) A district shall maintain separate records for students who are enrolled in courses classified in the upper division and lower division of a baccalaureate program. A student shall be reported as a community college student for enrollment in a lower division course and as a baccalaureate degree program student for enrollment in an upper division course.</p>   | <p>(e) The Dental Hygiene Program will continue to maintain separate records for students enrolled in the lower division and upper division of a baccalaureate program. Students enrolled in lower division courses will be enrolled as community college students. Students enrolled in upper division courses will be enrolled as baccalaureate students. WLAC has the infrastructure to maintain student records within the Allied Health Division. Department support staff monitor and maintain records in accordance with CODA accreditation standards. Including; program applications, transcripts, informational workshops, student immunization documents, and other requirements.</p>  |
| <p>(f) A governing board of a district seeking authorization to offer a baccalaureate degree pilot program shall submit all of the following for review by the Chancellor of the California Community Colleges and approval by the Board of Governors of the California Community Colleges:<br/>         (1) Documentation of the district's written policy required by subdivision (c). (2) The administrative plan for the baccalaureate degree pilot program, including, but not limited to, the governing board of the district's funding plan for its specific district.<br/>         (3) A description of the baccalaureate degree pilot program's curriculum, faculty,</p> | <p>(f) LACCD and West Los Angeles College shall submit all of the following documents for review and approval by the Chancellor of the California Community Colleges and approval by the Board of Governors of the California Community Colleges:<br/>         (1) LACCD and West Los Angeles College will develop and adopt a written policy in accordance with 78042 (c)<br/>         (2) LACCD and West Los Angeles College will develop an administrative plan for the BS pilot program to include the governing board of the district's funding plan.<br/>         (3) Refer to the attached West Los Angeles College BASDH. The curriculum is approved and meets all CODA accreditation standards for a degree in dental hygiene. Faculty</p> |

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|--|---|
| <p>and facilities.</p> <p>(4) The enrollment projections for the baccalaureate degree pilot program.</p> <p>(5) Documentation regarding unmet workforce needs specifically related to the proposed baccalaureate degree pilot program, and a written statement supporting the necessity of a four-year degree for that program.</p> <p>(6) Documentation of consultation with the California State University and the University of California regarding collaborative approaches to meeting regional workforce needs.</p> | <p>meet the CODA guidelines. The Dental Hygiene Program Director has a Master's degree (required by CODA) and all full-time faculty have a Masters or Doctorate. courses all have Masters' degrees, clinical faculty have Bachelor</p> <p>(4) The pilot program BS in Dental Hygiene will enroll a cohort of 40 students annually. It is projected that 95% of entering students will complete the program after two years. This outcome measure is consistent with the current program outcomes (success rate of 90-95% for the past 10 years).</p> <p>(5) Access to healthcare initiatives in the state of California for underserved populations require at minimum a BS degree to provide dental services. Granting a BS to dental hygiene students would meet the state demand for dental providers in underserved communities and special population groups. The Registered Dental Hygienist in Alternative Practice license in the state of California requires a BS degree or equivalent. The Obama Healthcare Initiative requires a diverse group of healthcare providers in prevention of disease. Employment in Public Health agencies and Community Based Organizations requires a BS degree or above.</p> <p>(6) CSUs and UCs do not have a transfer pathway for AS to BS degree in Dental Hygiene or Oral Healthcare. The dental hygiene curriculum units transfer as electives and not to a specified degree. Graduates with an AS degree are at a disadvantage and must take approximately 60 units at a CSU or UC to be awarded a BS degree. UCLA School of Public Health only offer a Master's Degree, UCLA School of Dentistry offers a Master's in Oral Biology, California State Los Angeles cancelled the Oral Provider Pathway, California State Northridge offers a Master's in Public Health, UC San Francisco offers a Master's in Dental Hygiene. None of the California CSUs or UCs offer a BS in Dental Hygiene. Several provide a Master's pathway in Public Health and Health Services Administration.</p> |
| <p>(g) (1) On or before March 31, 2015, the Board of Governors of the California Community Colleges shall develop, and</p>   | <p>(g) (1) LACCD and West Los Angeles College will implement a funding model and comply with the Board of Governors of the California Community Colleges.</p>   |

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adopt by regulation, a funding model for the support of the statewide baccalaureate degree pilot program that is based on a calculation of the number of full-time equivalent students enrolled in all district pilot programs.

(2) Funding for each full-time equivalent student shall be at a marginal cost calculation, as determined by the Board of Governors of the California Community Colleges, that shall not exceed the community college credit instruction marginal cost calculation for a full-time equivalent student, as determined pursuant to paragraph (2) of subdivision (d) of Section 84750.5.

(3) A student in a baccalaureate degree pilot program authorized by this article shall not be charged fees higher than the mandatory systemwide fees charged for baccalaureate degree programs at the California State University.

(4) Fees for coursework in a baccalaureate degree pilot program shall be consistent with Article 1 (commencing with Section 76300) of Chapter 2 of Part 47.

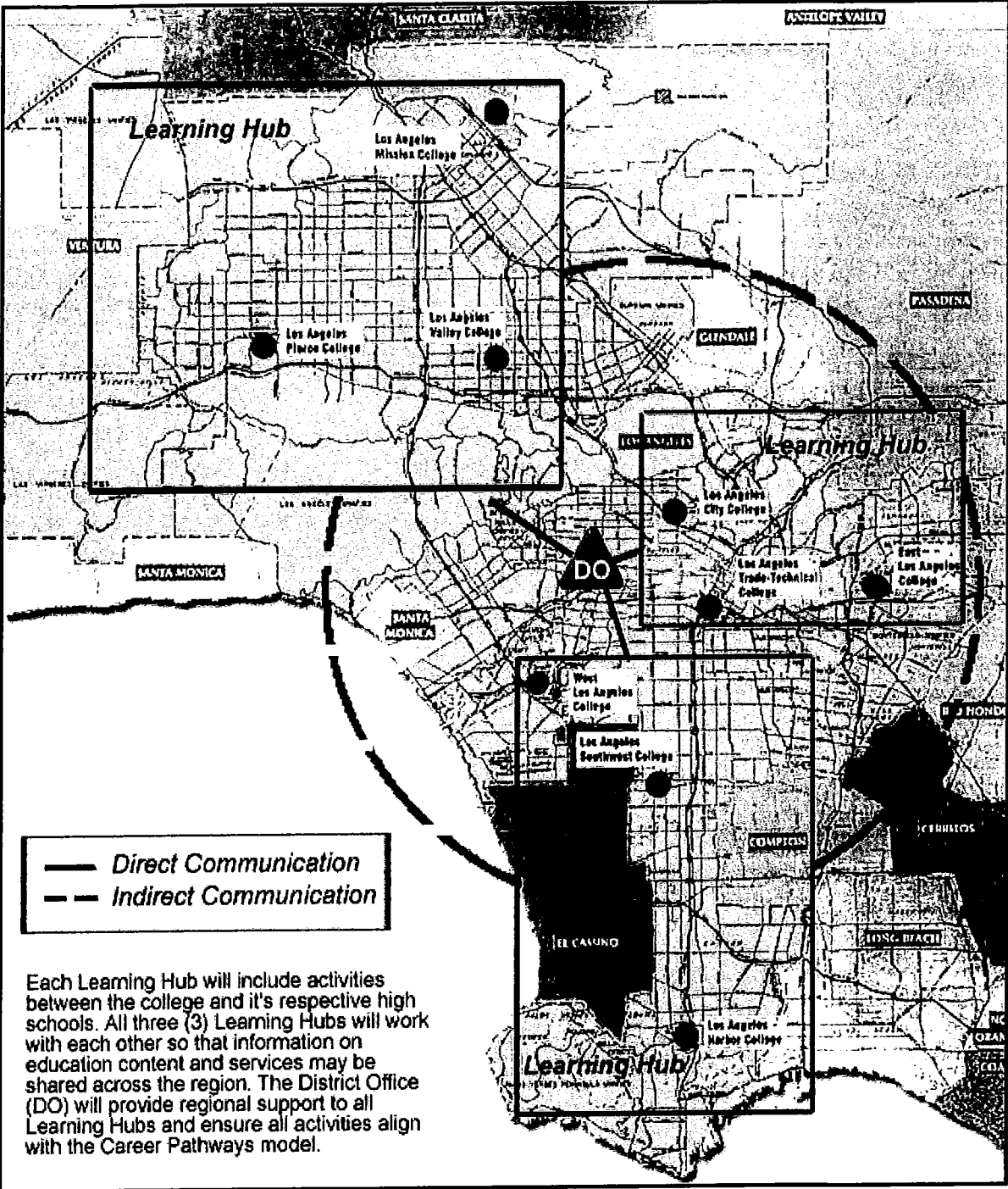
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(g2) FTES shall be at a marginal cost calculation, that shall not exceed the community college credit instruction marginal cost calculation for a full-time equivalent student, as determined pursuant to paragraph (2) of subdivision (d) of Section 84750.5.

(g3) A student in a baccalaureate degree pilot program will not be charged fees higher than the mandatory system wide fees charged for baccalaureate degree programs at the CSU.

(g4) LACCD will establish a fee structure consistent with Article 1, Section 76300 of Chapter 2 of Part 47.91

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**Form B: California Career Pathways Trust  
Overall Summary**

Complete the form below with an overall description of the proposed project in this application. Describe each targeted pathway and major partnerships.

**Fiscal Agent:** Los Angeles Community College District

**Consortium Name:** LA Regional Career Pathways

**Funding Amount:** \$15,000,000

**Project Overview:**

Through the Los Angeles Regional Career Pathways project, the Los Angeles Community College District (LACCD) has created one of the largest collaborative models in Los Angeles to unite and harness the expertise of community colleges and high schools, Unified School Districts, labor unions, Workforce Investment Boards, and industry-specific employers. This regional collaboration is poised to be one of the most impactful projects for the Los Angeles region that leverages and braids multiple educational, economic, community-based, and workforce development resources.

The project focuses on high-demand industry themes and sectors to grow 21st century skills and secure current and future job opportunities for local residents. Partner colleges and high schools will work with other project stakeholders to update and strengthen articulation agreements and develop career pathways to prepare high school and college students for high wage, high growth jobs and careers.

As described by the over one hundred and six (106) partner letters of support, LACCD and regional employers ensure the creation and availability of industry-relevant learning experiences. The project also supports a regional internship component that allows students the opportunity to get hands-on experience and exposure to the real world of work. This project has secured over \$1,702,500 of in-kind support, which includes 988 internship placements, and a firm commitment from employers to assist the project in developing industry-relevant education. In addition, the LA Regional Career Pathways project complements the current efforts of local Adult Education reform and planning grant, comprised of LACCD and local Unified School Districts, working collaboratively under the AB86 legislation.

The targeted industry sectors and career pathways include:

Business and Finance Sector - Small Business Pathway  
 Health Science and Medical Technology Health Sector - Life Science/Biotech Pathway  
 Information and Communication Technologies Sector - Information and Communication Technologies (ICT)/Digital Media Pathway  
 Manufacturing and Product Design Sector - Advanced Manufacturing Pathway

**Form B: California Career Pathways Trust  
Overall Summary – Page 2**

Complete the form below with an overall description of the proposed project in this application. Describe each targeted pathway and major partnerships.

**Project Overview (cont.):**

Marketing Sales and Service Sector - Global Trade and Logistics Pathway

**Major Partnerships:**

LACCD will work with an array of added-value partners that represent the region's community colleges, high schools, workforce development systems, and industry-related businesses. These include (but are not limited to) the following:

LEA/High School (include but are not limited to): LAUSD, Culver City USD, Burbank USD, Wilson High School, Benjamin Franklin High School

Community Colleges: LA Trade Tech College, East LA College, Pierce College, LA Mission College, LA Valley College, LA Southwest College, LA Harbor College, West LA College

Businesses/Associations (include but are not limited to): Spectrolab Inc., CareMore, US Green Building Council, White Memorial Hospital, Bright Education Software, American Apparel, Creative Future, JB Office, Gibson Overseas, Metro, Athens Services, St. Vincent de Paul, Goodwill Industries, Locali, RM Automotive, NIC Partners, BizFed, UCLA Medical Center, Kaiser Permanente, Juices Served Here, Possible, Hourglass Lilly, MC Family Dental, Community Huntington Park Hospital, Greylin, ProSource Facility Supply, LA Economic Dev. Corp.

**Form C: California Career Pathways Trust  
Target Group**

Complete the chart below with the total number of students to be served in each career pathway being proposed in this application. Applicants can add to the chart.

| <b>Career Pathway Name</b>      | <b>Total Number of Students 2015-16</b> | <b>Total Number of Students 2016-17</b> | <b>Total Number of Students 2017-18</b> |
|---------------------------------|---|---|---|
| Business Management             | 176                                     | 96                                      | 48                                      |
| Finance & Banking               | 144                                     | 112                                     | 64                                      |
| Medical Coder                   | 242                                     | 132                                     | 66                                      |
| Health Service Administrator    | 198                                     | 154                                     | 88                                      |
| Medical Assistant               | 220                                     | 154                                     | 66                                      |
| Pharmacy Technician             | 212                                     | 150                                     | 79                                      |
| Dental Hygiene                  | 120                                     | 65                                      | 33                                      |
| Computer Security Specialist    | 222                                     | 121                                     | 60                                      |
| Computer Operators              | 181                                     | 141                                     | 81                                      |
| Multimedia Producers            | 202                                     | 143                                     | 58                                      |
| Webmasters                      | 194                                     | 137                                     | 73                                      |
| International Trade Specialists | 195                                     | 107                                     | 53                                      |

**Form C: California Career Pathways Trust  
Target Group**

Complete the chart below with the total number of students to be served in each career pathway being proposed in this application. Applicants can add to the chart.

| Career Pathway Name        | Total Number of Students 2015-16 | Total Number of Students 2016-17 | Total Number of Students 2017-18 |
|----------------------------|----------------------------------|----------------------------------|----------------------------------|
| Marketing Managers         | 159                              | 123                              | 71                               |
| Entrepreneurs              | 169                              | 121                              | 63                               |
| Machine Operators          | 183                              | 100                              | 50                               |
| Graphic Artists/ Designers | 149                              | 118                              | 67                               |
| Welding                    | 161                              | 113                              | 59                               |
|                            |                                  |                                  |                                  |
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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Finance and Business

Career Pathway: Business Management (\*Skills Certificate \*\*AA Degree)

| Level   | Grade              | English Language Arts      | Mathematics | Science                         | Social Studies            | Career and Technical Education Courses | Other Required Courses or Requirements | Occupations Related to this Pathway (Multiple exit points with four years)   |
|---|--------------------|----------------------------|-------------|---------------------------------|---------------------------|--|--|--|
| <b>SECONDARY</b>  | 9                  | English 9                  | Algebra I   | *Integrated Coordinated Science |                           |  |  | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Business Analyst, \$34<br>▶ Manag. Coordinator, \$23<br>▶ Bus. Operations, \$42  |
|   | 10                 | English 10                 | Algebra II  | Biology                         | World History & Geography | *Management 2                          | *Management 13                         |  |
|   | 11                 | English 11 or English 21   | Math 115    | Chemistry                       | U.S History               | *Management 31                         | *Management 33                         |  |
|   | 12                 | English 12 or **English 28 | **Math 125  | **Astron 1                      | **Chicano 47              | *Supervision 1                         | *Business 1                            |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |             |                                 |                           |  |  |  |
| <b>POSTSECONDARY</b>  | Year 13            | **English 101              | **Math 225  | **Astron 5                      | **Political Science 1     | *Business 17                           | *Business 38                           | Occupations Requiring a Baccalaureate Degree<br>▶ Operations Manager, 41<br>▶ Quality Supervisor, 32<br><br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Bus Management, \$46 |
|   | Year 14            |                            |             |                                 | **Psych 1                 | *Supervision 1                         |  |  |
|   | Year 15 (optional) |                            |             |                                 |                           |  |  |  |
|   | Year 16 (optional) |                            |             |                                 |                           |  |  |  |

**SEAMLESS AND UNIFORM ARTICULATION PLAN:** This form offers more seamless transitions between High School students and CTE programs. We will use EMSI data to identify potential CTE program offerings for High School students that wish to expand services and improve partnerships with community businesses, local employers, Work Force Investment Boards, and other economic partners.

Note: this form was developed in collaboration with counselors from Garfield Senior, Downtown Business Magnet, Canoga Park, Granada Hills Charter High School.

**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Information Communications Technologies/Digital Media  
 Career Pathway: Computer Operators (\*Skills Certificate \*\*AA Degree)

| Level   | Grade              | English Language Arts      | Mathematics | Science                        | Social Studies            | Special and Regional Education Courses | Other Required Courses or Recommended Electives | Occupations Related to this Pathway (Middle-Skill Jobs) with Hourly Wage  |  |
|---|--------------------|----------------------------|-------------|--------------------------------|---------------------------|--|---|---|--|
| SECONDARY   | 9                  | English 9                  | Algebra 1   | Integrated Coordinated Science |                           |  |   | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ PC Technician, \$15<br>▶ IT Technician, \$16<br>Occupations Requiring a Baccalaureate Degree<br>▶ Software Engineer, \$39<br>▶ Computer Engineer, \$34<br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Computer Tech, \$15 |  |
|   | 10                 | English 10                 | Algebra II  | Biology                        | World History & Geography | *Computer Circuits                     | *Computer Circuits Laboratory                   |   |  |
|   | 11                 | English 11 or English 21   | Math 115    | Chemistry                      | U.S History               | *Intro to Computer Servicing           | *Compler Operating Systems                      |   |  |
|   | 12                 | English 12 or **English 28 | **Math 125  | **Astron 1                     | **Chicano 47              | *Computer Network                      |   |   |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |             |                                |                           |  |   |   |  |
| POSTSECONDARY   | Year 13            | **English 101              | **Math 227  | **Astron 5                     | **Political Science 1     |  |   |   |  |
|   | Year 14            |                            |             |                                | **Psych 1                 |  |   |   |  |
|   | Year 15 (optional) |                            |             |                                |                           |  |   |   |  |
|   | Year 16 (optional) |                            |             |                                |                           |  |   |   |  |

**SEAMLESS AND UNIFORM ARTICULATION PLAN:** This form offers more seamless transitions between High School students and CTE programs. We will use EMSI data to identify potential CTE program offerings for High School students that wish to expand services and improve partnerships with community businesses, local employers, Work Force Investment Boards, and other economic partners.

Note: this form was developed in collaboration with counselors from Middle College, Montebello, SIA Tech, San Fernando, Canoga Park, Culver City, and University High School.



**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Health Science and Medical Technology

Career Pathway: Dental Hygiene (B.A Program Prerequisites)

| Level   | Grade              | English/Language Arts      | Mathematics | Science                        | Social Studies            | Career and Technical Education Courses | Other Required Courses or Recommended Electives | Occupation-related (High-Skill) Pathway (Multiple Exit Points) with Entry Wage  |
|---|--------------------|----------------------------|-------------|--------------------------------|---------------------------|--|---|---|
| SECONDARY   | 9                  | English 9                  | Algebra 1   | Integrated Coordinated Science |                           |  |   | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Dental Hygiene Assistant, \$16<br>▶ Medical Assistant, \$12<br>▶    |
|   | 10                 | English 10                 | Algebra II  | Biology                        | World History & Geography |  |   |   |
|   | 11                 | English 21 or English 21   | Math 115    | Chemistry 51                   | U.S History               | **Psy 1                                |   |   |
|   | 12                 | English 12 or **English 28 | **Math 125  | **Bio 1                        | **Soc 1                   | **Microbiology                         | *Speech 1                                       |   |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |             |                                |                           |  |   |   |
| POSTSECONDARY   | Year 13            | **English 101              | **Math 227  | **Anatomy 1                    |                           | Psych 1                                | Principles of Clinical Dental Hygiene           | ▶<br>▶ Industry-Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Dental Hygiene, \$32<br>▶<br>▶ |
|   | Year 14            |                            |             |                                |                           | Clinical Dental Hygiene                | Intro Radiology and Lab                         |   |
|   | Year 15 (optional) |                            |             |                                |                           |  |   |   |
|   | Year 16 (optional) |                            |             |                                |                           |  |   |   |

**SEAMLESS AND UNIFORM ARTICULATION PLAN:** This form offers more seamless transitions between High School students and CTE programs. We will use EMSI data to identify potential CTE program offerings for High School students that wish to expand services and improve partnerships with community businesses, local employers, Work Force Investment Boards, and other economic partners.

Note: this form was developed in collaboration with counselors from Hamilton High School.

**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Marketing, Sales, and Service  
 Career Pathway: Entrepreneurs (\*Skills Certificate \*\*AA)

| Level   | Grade              | English/<br>Language/Art   | Mathematics | Science                         | Social Studies            | General/Technical<br>Education<br>Courses | Other Required<br>Courses/<br>Recommendations | Occupations/Related Skills<br>Pathways (Multiple Exit Points<br>with Hour Wage)   |  |
|---|--------------------|----------------------------|-------------|---------------------------------|---------------------------|---|---|---|--|
| SECONDARY   | 9                  | English 9                  | Algebra I   | *Integrated Coordinated Science |                           |   |   | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Small Business Owner \$36<br>▶<br>▶<br>▶<br>Occupations Requiring a Baccalaureate Degree<br>▶ Executive Direct, \$42<br>▶ Management, \$30<br>▶<br>▶<br>▶<br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Business Adm, \$25<br>▶ Accounting, \$23 |  |
|   | 10                 | English 10                 | Algebra II  | Biology                         | World History & Geography |   |   |   |  |
|   | 11                 | English 11 or English 21   | Math 105    | Chemistry                       | U.S History               | *Intro to Accounting I                    | *Accounting 55                                |   |  |
|   | 12                 | English 12 or **English 28 | Math 115    | **Astron 1                      | **Econ II                 | *Intro to Accounting II                   | *Accounting 33                                |   |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |             |                                 |                           |   |   |   |  |
| POSTSECONDARY   | Year 13            | **English 101              | **Math 125  | **Astron 5                      | *Econ II                  | *intro to Business                        | Finance 2                                     |   |  |
|   | Year 14            |                            | **Math 227  |                                 | **Psych 1                 | *Business Law I<br>*CAOT 85               | *Business Computations                        |   |  |
|   | Year 15 (optional) |                            |             |                                 |                           |   |   |   |  |
|   | Year 16 (optional) |                            |             |                                 |                           |   |   |   |  |

**SEAMLESS AND UNIFORM ARTICULATION PLAN:** This form offers more seamless transitions between High School students and CTE programs. We will use EMSI data to identify potential CTE program offerings for High School students that wish to expand services and improve partnerships with community businesses, local employers, Work Force Investment Boards, and other economic partners.

Note: this form was developed in collaboration with counselors from Washington Prep, San Pedro and Narbonne High School.

**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Finance and Business  
 Career Pathway: Finance & Banking (\*Skills Certificate \*\*AA Degree)

| Level   | Grade              | English Language Arts      | Mathematics | Science                         | Social Studies            | Career and Technical Education Courses | Other Required Courses or Recommended Electives | Occupations Related to this Pathway (Multiple List Points with Hourly Wage)   |
|---|--------------------|----------------------------|-------------|---------------------------------|---------------------------|--|---|---|
| SECONDARY   | 9                  | English 9                  | Algebra 1   | *Integrated Coordinated Science |                           |  |   | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Financial Analyst, \$33<br>▶ Corporate Finance, \$38<br>▶<br>▶<br>▶<br>Occupations Requiring a Baccalaureate Degree<br>▶ Analyst Manager, \$32<br>▶<br>▶<br>▶<br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Finance & Banking, \$40<br>▶<br>▶<br>▶ |
|   | 10                 | English 10                 | Algebra II  | Biology                         | World History & Geography | *Finance 2                             | *Finance 8                                      |   |
|   | 11                 | English 11 or English 21   | Math 115    | Chemistry                       | U.S History               | *Finance 15                            | *Business 1                                     |   |
|   | 12                 | English 12 or **English 28 | **Math 125  | **Chem 51                       | **Anthro 102              | *Accounting 21 & 41                    | *Accounting 55                                  |   |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |             |                                 |                           |  |   |   |
| POSTSECONDARY   | Year 13            | **English 101              | **Math 215  | **Geog 1                        | **Econ 1                  | *Business 38 or Accounting 31          | *Business 15                                    |   |
|   | Year 14            |                            |             |                                 | **Chicano 47              | *Business 17                           |   |   |
|   | Year 15 (optional) |                            |             |                                 |                           |  |   |   |
|   | Year 16 (optional) |                            |             |                                 |                           |  |   |   |

**SEAMLESS AND UNIFORM ARTICULATION PLAN:** This form offers more seamless transitions between High School students and CTE programs. We will use EMSI data to identify potential CTE program offerings for High School students that wish to expand services and improve partnerships with community businesses, local employers, Work Force Investment Boards, and other economic partners.

Note: this form was developed in collaboration with counselors from Garfield Senior, Downtown Business Magnet, Canoga Park, Granada Hills Charter High School.

**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Manufacturing and Product Development (MPD)

Career Pathway: Graphic Artists/Designers (\*Skills Certificate \*\*AA Degree)

| Level   | Grade                    | English/<br>Language Arts        | Mathematics                             | Science                              | Social Studies               | Career and<br>Technical<br>Education<br>Courses | Other Required<br>Courses or<br>Recommended<br>Electives | Occupations Related to<br>this<br>Pathway (Multiple Ed Points)<br>with Hourly Wage   |
|---|--------------------------|----------------------------------|---|--------------------------------------|------------------------------|---|--|--|
| SECONDARY   | 9                        | English 9                        | Algebra 1                               | Integrated<br>Coordinated<br>Science |                              |   |  | Occupations Requiring Less Than<br>a Baccalaureate Degree<br>▶ Drafter, \$17<br>▶ Drafting Tech, \$17<br>▶ Designer, \$25<br>Occupations Requiring a<br>Baccalaureate Degree<br>▶ Engineer, \$32 |
|   | 10                       | English 10                       | Algebra II                              | Biology                              | World History &<br>Geography | *Intro Science<br>Engineering &<br>Technology   | *Elementary<br>Reading II<br>Drafting                    |  |
|   | 11                       | English 11<br>or<br>English 21   | *Engineering<br>Descriptive<br>Geometry | Chemistry                            | U.S History                  | **Intro to<br>Engineering &<br>Drafting         | *Blueprint<br>Engineering                                |  |
|   | 12                       | English 12<br>or<br>**English 28 | Math 115                                | **Astron 1                           | **Chicano 47                 | *Intro to 2-<br>Dimensional<br>2D Design        | *Intro to 3-<br>Dimensional<br>3D Design                 |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                          |                                  |   |                                      |                              |   |  |  |
| POSTSECONDARY   | Year<br>13               | **English 101                    | **Math 125                              | **Astron 5                           | **Political<br>Science 1     | *Blueprint II                                   | *Basic Machine<br>Shop Theory<br>& Practice              | Industry Recognized Certifications,<br>Licenses, or Credentials Related<br>to This Pathway<br>▶ Artists/Design   |
|   | Year<br>14               |                                  | **Math 227                              |                                      | **Psych 1                    | *Elementary<br>Engineering<br>Graphics          | **Applied Eng.<br>Computer<br>Graphics I                 |  |
|   | Year<br>15<br>(optional) |                                  |   |                                      |                              |   |  |  |
|   | Year<br>16<br>(optional) |                                  |   |                                      |                              |   |  |  |

SEAMLESS AND UNIFORM ARTICULATION PLAN: This form offers more seamless transitions between High School students and CTE programs. We will use EMSI data to identify potential CTE program offerings for High School students that wish to expand services and improve partnerships with community businesses, local employers, Work Force Investment Boards, and other economic partners.

Note: this form was developed in collaboration with counselors from Monroe, Chatsworth High School.

**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Health Science and Medical Technology  
 Career Pathway: Health Service Admin (\*Skills Certificate \*\*AA Degree)

| Level  | Grade              | English/Language Arts      | Mathematics | Science                        | Social Studies            | Career and Technical Education Courses     | Other Required Courses or Recommended Electives | Occupations/Related to this Pathway (Multiple List 2011(s) with Hourly Wage)  |
|--|--------------------|----------------------------|-------------|--------------------------------|---------------------------|--|---|---|
| SECONDARY  | 9                  | English 9                  | Algebra 1   | Integrated Coordinated Science |                           |  |   | Occupations/Requiring Less Than a Baccalaureate Degree<br>▶ Rehab Specialist \$9<br>▶ Cardio Tech \$14<br>▶ Clinical Lab Tech \$23<br>▶ Medical Assistant \$15<br>▶ Neuro Tech \$23 |
|  | 10                 | English 10                 | Algebra II  | Biology                        | World History & Geography | *Intro to Health/Medical Terminology       |   |   |
|  | 11                 | English 11 or English 21   | Math 115    | *Chemistry 52                  | U.S History               | *Biomedical Technology/CPR First Responder |   |   |
|  | 12                 | English 12 or **English 28 | **Math 125  | **Bio 3                        | **Soc 1                   | *Physiology                                | *Health 11                                      |   |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes.  |                    |                            |             |                                |                           |  |   |   |
| POSTSECONDARY  | Year 13            | **English 101              | **Math 227  | **Anatomy 1                    | **Psych 1                 | **Econ 1                                   |   | Occupations Requiring a Baccalaureate Degree<br>▶ Anesthesiologist \$57<br>▶ Blood Bank Tech \$26<br>▶ Cytotechnologist \$42<br>▶ Perfusionist \$33                                 |
|  | Year 14            |                            |             |                                |                           | *Fam&CS 21                                 |   |   |
|  | Year 15 (optional) |                            |             |                                |                           |  |   |   |
|  | Year 16 (optional) |                            |             |                                |                           |  |   |   |
| Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Emergency Tech \$12<br>▶ Health Care Inter \$22<br>▶ Medical Coder \$18<br>▶ Nurses Aide \$13<br>▶ Phlebotomist \$13 |                    |                            |             |                                |                           |  |   |   |

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Note: this form was developed in collaboration with counselors from Theodore Roosevelt, West Adams, Foshay, Dorsey, Crenshaw, Santee, Jefferson, Fremont, Augustus F. Hawkins, Maya Angelou, Hamilton and San Fernando High School.

**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Marketing, Sales, and Service  
 Career Pathway: International Trade Specialist (\*Skills Cert \*\*AA Degree)

| Level   | Grade              | English Language Arts      | Mathematics            | Science                        | Social Studies            | Career and Technical Education Courses | Other Required Courses or Electives | Occupation-Related to this Pathway / Multiple Job Roles with Entry Wage   |  |
|---|--------------------|----------------------------|------------------------|--------------------------------|---------------------------|--|-------------------------------------|---|--|
| SECONDARY   | 9                  | English 9                  | Algebra 1              | Integrated Coordinated Science |                           |  |                                     | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Inter. Sale Manager \$33<br>▶ Logistics Coord. \$21<br>Occupations Requiring a Baccalaureate Degree<br>▶ Inter. Trade Spe. \$31<br>▶ VP-Inter. Oper. \$72<br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ International Trade Specialist, \$32 |  |
|   | 10                 | English 10                 | Algebra II             | Biology                        | World History & Geography | *Intro to Global Trade Logistics       | *Global Economies                   |   |  |
|   | 11                 | English 11 or English 21   | *Applied Mathematics 1 | Chemistry                      | U.S History               | *Cross Cultural Management             | *Supply Chain Management            |   |  |
|   | 12                 | English 12 or **English 28 | *Applied Mathematics 2 | **Chem 51                      | **Anthro 102              | *Contemporary Issues in Global Trade   |                                     |   |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |                        |                                |                           |  |                                     |   |  |
| POSTSECONDARY   | Year 13            | **English 101              | Math 115               | **Geog 1                       | **Econ 1                  |  |                                     |   |  |
|   | Year 14            |                            | **Math 125             |                                | **Chicano 47              |  |                                     |   |  |
|   | Year 15 (optional) |                            | **Math 227             |                                |                           |  |                                     |   |  |
|   | Year 16 (optional) |                            |                        |                                |                           |  |                                     |   |  |

**SEAMLESS AND UNIFORM ARTICULATION PLAN:** This form offers more seamless transitions between High School students and CTE programs. We will use EMSI data to identify potential CTE program offerings for High School students that wish to expand services and improve partnerships with community businesses, local employers, Work Force Investment Boards, and other economic partners.

Note: this form was developed in collaboration with counselors from Washington Prep, San Pedro and Narbonne High School.

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Manufacturing and Product Development (MPD)

Career Pathway: Machine Operators (\*Skills Certificate\*\*AA)

| Grade   | Course             | English (Language Arts)    | Mathematics                              | Science                        | Social Studies            | Career and Technical Education (CTE)        | Other Requirement/Recommended Elective        | Occupation(s) Related to CTE Pathway (Minimum Exit Points with Hourly Wage)   |
|---|--------------------|----------------------------|--|--------------------------------|---------------------------|---|---|---|
| <b>SECONDARY</b>  | 9                  | English 9                  | Algebra 1                                | Integrated Coordinated Science |                           | *Principles of Machine Tools I              | *Principles of Machine Tools IIA              | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Machine Operator, \$17<br>▶ Machine Tech, \$17<br>▶ CNC Machinist, \$17 |
|   | 10                 | English 10                 | Algebra II                               | Biology                        | World History & Geography | *Technology and Application of Machining IA | *Technology and Application of Machining IB   |   |
|   | 11                 | English 11 or English 21   | *Basic Applied Mathematical Calculations | Chemistry                      | U.S History               | *Blueprint I                                | *Principles of Machine Tools (CNC) IIIB       |   |
|   | 12                 | English 12 or **English 28 | *Int Applied Mathematical Calculations   | **Astron 1                     | **Chicano 47              | *Blueprint II                               | *Technology and Application of Machining      |   |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |  |                                |                           |   |   |   |
| <b>POSTSECONDARY</b>  | Year 13            | **English 101              | *Advanced Applied Math Cal...            | **Astron 5                     | **Political Science 1     | *Principles of Machine Tools IIIA           | *Technology and Application of Machining IIIA | Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Machining and Forming \$17                |
|   | Year 14            |                            | Math 115                                 |                                | **Psych 1                 | *Principals of Machine Tools IV             | *Technology & Application of Machining IVA&B  |   |
|   | Year 15 (optional) |                            | **Math 125                               |                                |                           | Computer Assis. Machine Pro.. CAM IA        | Computer Assis. Machine Pro.. CAM IA          |   |
|   | Year 16 (optional) |                            |  |                                |                           |   |   |   |

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Note: this form was developed in collaboration with counselors from Monroe, Chatsworth High School.

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Health Science and Medical Technology  
 Career Pathway: Medical Assistant (\*Skills Certificate \*\*AA Degree)

| Level   | Grade              | English/Language Arts      | Mathematics | Science                         | Social Studies            | General and Technical Education Courses | Other Required Courses or Recommended Electives | Occupations Relating to the Pathway (Multiple Job Roles) with Hourly Wage  |
|---|--------------------|----------------------------|-------------|---------------------------------|---------------------------|---|---|--|
| SECONDARY   | 9                  | English 9                  | Algebra 1   | *Integrated Coordinated Science |                           |   |   | Occupations Requiring Less Than a Baccalaureate Degree:<br>▶ Medical Assistant, \$13<br>▶ Med. Recep., \$12  |
|   | 10                 | English 10                 | Algebra II  | *Biology 25                     | World History & Geography | *Hospital Ethics and Law                | *Medical Terminology                            |  |
|   | 11                 | English 11 or English 21   | Math 115    | *Biology 50                     | U.S History               | *Oral Communication I                   | *Accounting 21                                  |  |
|   | 12                 | English 12 or **English 28 | **Math 125  | *Chemistry I                    | **Soc 1                   | *First Responder                        | *Hospital Ethics and Law                        |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |             |                                 |                           |   |   |  |
| POSTSECONDARY   | Year 13            | *Business English          | **Math 227  | **Bio 3                         | **Psych 1                 | *General Microbiology                   | *Human Relations for Employees                  | Occupations Requiring a Baccalaureate Degree:<br>▶ Rec. Therapist, \$16<br>▶ Medical and Health Managers, \$46<br>▶ Diet and Nutri., \$49<br>▶ Nursing, \$26 |
|   | Year 14            | *Business Communication    |             | **Anatomy 1                     | **Econ 1                  | *Microcomputer Database                 |   |  |
|   | Year 15 (optional) |                            |             |                                 |                           |   |   |  |
|   | Year 16 (optional) |                            |             |                                 |                           |   |   |  |
| Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway:<br>▶ Medical Assistant, \$13  |                    |                            |             |                                 |                           |   |   |  |

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Health Science and Medical Technology  
 Career Pathway: Medical Coder (\*Skills Certificate \*\*AA Degree)

| Level   | Grade                    | English/<br>Language Arts        | Mathematics | Science                              | Social Studies               | Career and<br>Technical<br>Education<br>Courses | Other Required<br>Courses or<br>Recommendations<br>/ Prerequisites | Occupations Related to the<br>Pathway (Multiple Entry Points)<br>with Hourly Wage  |
|---|--------------------------|----------------------------------|-------------|--------------------------------------|------------------------------|---|--|--|
| SECONDARY   | 9                        | English 9                        | Algebra 1   | Integrated<br>Coordinated<br>Science |                              |   |  | Occupations Requiring Less Than<br>a Baccalaureate Degree<br>▶ Community Worker, \$30<br>▶ Health Worker, \$12<br>▶ Medical Coder, \$16<br>▶   |
|   | 10                       | English 10                       | Algebra II  | Biology 25                           | World History &<br>Geography | *Hospital<br>Ethics and<br>Law                  | *Medical<br>Terminology  |  |
|   | 11                       | English 11<br>or<br>English 21   | Math 115    | Biology 50                           | U.S History                  | *Oral<br>Communication I                        | *Intro to the<br>Social<br>Service                                 |  |
|   | 12                       | English 12<br>or<br>**English 28 | **Math 125  | **Bio 3                              | **Soc 1                      | *Principles of<br>Healthful                     | *Records<br>Management<br>and Filing                               |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                          |                                  |             |                                      |                              |   |  |  |
| POSTSECONDARY   | Year<br>13               | **English 101                    | **Math 227  | **Anatomy 1                          | **Psych 1                    | *Medical<br>Terminology                         | *Intro to<br>Medical Coding<br>and Billing                         | Occupations Requiring a<br>Baccalaureate Degree<br>▶ Rec. Therapist, \$16<br>▶ Medical and Health<br>Managers, \$49<br>▶ Diet and Nutri, \$49<br>▶ Nursing, \$26<br>▶<br>Industry Recognized Certifications,<br>Licenses, or Credentials Related<br>to This Pathway<br>▶ Medical Coder, \$16<br>▶<br>▶ |
|   | Year<br>14               |                                  |             |                                      | **Econ 1                     |   |  |  |
|   | Year<br>15<br>(optional) |                                  |             |                                      |                              |   |  |  |
|   | Year<br>16<br>(optional) |                                  |             |                                      |                              |   |  |  |

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Information Communications Technologies/Digital Media

Career Pathway: Multimedia Producers (\*Skills Certificate \*\*AA Degree)

| Level   | Grade              | English Language Arts      | Mathematics | Science                        | Social Studies            | Arts and Technical Education Courses                | Other Required Courses or Recommended Electives    | Occupations Related to the Pathway (Multiple Skills Possible with Annual Wage)   |
|---|--------------------|----------------------------|-------------|--------------------------------|---------------------------|---|--|--|
| SECONDARY   | 9                  | English 9                  | Algebra 1   | Integrated Coordinated Science |                           |   |  | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Graphic Designer, \$20<br>▶ Movie Maker, \$28<br>▶ Film Editor, \$27<br>▶  |
|   | 10                 | English 10                 | Algebra II  | Biology                        | World History & Geography |   |  |  |
|   | 11                 | English 11 or English 21   | Math 115    | Chemistry                      | U.S History               | Theater 100   |  |  |
|   | 12                 | English 12 or **English 28 | **Math 125  | **Astron 1                     | **Chicano 47              | *Cinema 3   | Theater 200  |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |             |                                |                           |   |  |  |
| POSTSECONDARY   | Year 13            | **English 101              | **Math 227  | **Astron 5                     | **Political Science 1     | Photo 10<br>Multimedia 100<br>Multimedia 200        | Cinema 4<br>Multimedia 110<br>Multimedia 210       | Occupations Requiring a Baccalaureate Degree<br>▶ Dig. Cinematography, \$30<br>▶ Film, \$30<br>▶ Show Production, \$30<br>▶<br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Video Production, \$28<br>▶<br>▶<br>▶ |
|   | Year 14            |                            |             |                                | **Psych 1                 | Multimedia 600<br>Multimedia 6200<br>Multimedia 640 | Multimedia 610<br>Multimedia 630<br>Multimedia 500 |  |
|   | Year 15 (optional) |                            |             |                                |                           |   |  |  |
|   | Year 16 (optional) |                            |             |                                |                           |   |  |  |

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Health Science and Medical Technology  
 Career Pathway: Pharmacy Technician (\*Skills Certificate \*\*AA Degree)

| Grade   | English Language Art | Mathematics                | Science    | Social Studies                 | Separate/Integrated Education Courses | Other Required Courses or Recommended Electives | Occupation/Related Pathway (Multiple End Points) with Entry Wage   |                                  |
|---|----------------------|----------------------------|------------|--------------------------------|---------------------------------------|---|--|----------------------------------|
| <b>SECONDARY</b>  | 9                    | English 9                  | Algebra 1  | Integrated Coordinated Science |                                       |   | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Pharmacy Clerk; \$9<br>▶ Pharmacy Tech; \$11<br>▶<br>▶<br>Occupations Requiring a Baccalaureate Degree<br>▶ Rec. Therapist; \$16<br>▶ Nursing; \$26<br>▶ Dietitians; \$49<br>▶<br>▶<br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Pharmacy Tech; \$17<br>▶<br>▶ |                                  |
|   | 10                   | English 10                 | Algebra II | Biology                        | World History & Geography             | *Intro to Pharmacy                              |  | *Pharmacy Calculations           |
|   | 11                   | English 11 or English 21   | Math 115   | Chemistry                      | U.S History                           | *Body Systems 1 Pharmacology                    |  | *Computers in Health Occupations |
|   | 12                   | English 12 or **English 28 | **Math 125 | **Bio 1                        | **Soc 1                               | *Sterile Products                               |  | *Pharmacy Operations             |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                      |                            |            |                                |                                       |   |  |                                  |
| <b>POSTSECONDARY</b>  | Year 13              | **English 101              | **Math 227 | **Anatomy 1                    | **Psych 1                             | *Inpatient Pharmacy Service                     |  | *Community Pharmacy Externship   |
|   | Year 14              |                            |            |                                | **Econ 1                              |   |  |                                  |
|   | Year 15 (optional)   |                            |            |                                |                                       |   |  |                                  |
|   | Year 16 (optional)   |                            |            |                                |                                       |   |  |                                  |

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Information Communications Technologies/Digital Media  
 Career Pathway: Webmaster (\*Skills Certificate \*\*AA Degree)

| Level   | Grade                    | English/<br>Language Arts        | Mathematics | Science                              | Social Studies                | Computer<br>Technical<br>Education<br>Courses | Other Required<br>Courses or<br>Requirements<br>Given | Occupations (Related to this<br>Pathway) (Multiple is OK) (Points<br>with Hourly Wage)  |
|---|--------------------------|----------------------------------|-------------|--------------------------------------|-------------------------------|---|---|---|
| SECONDARY   | 9                        | English 9                        | Algebra 1   | Integrated<br>Coordinated<br>Science |                               |   |   | Occupations Requiring Less Than<br>a Baccalaureate Degree<br>▶ Webmaster, \$25<br>▶ Web Specialist, \$24<br>▶ Web Designer, \$22<br>▶ Web Developer, \$26<br><br>Occupations Requiring a<br>Baccalaureate Degree<br>▶ Software Engineer, \$39<br>▶ Computer Engineer, \$39<br><br>Industry Recognized Certifications,<br>Licenses, or Credentials Related<br>to This Pathway<br>▶ Webmaster, \$25 |
|   | 10                       | English 10                       | Algebra II  | Biology                              | *World History<br>& Geography | *Internet<br>Fundamentals                     | *Web Page<br>Fundamentals                             |   |
|   | 11                       | English 11<br>or<br>English 21   | Math 115    | Chemistry                            | *U.S History                  | *Networking<br>Fundamentals                   |   |   |
|   | 12                       | English 12<br>or<br>**English 28 | **Math 125  | **Astron 1                           | **Chicano 47                  |   |   |   |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                          |                                  |             |                                      |                               |   |   |   |
| POSTSECONDARY   | Year<br>13               | **English 101                    | **Math 227  | **Astron 5                           | **Political<br>Science 1      |   |   |   |
|   | Year<br>14               |                                  |             |                                      | **Pysch 1                     |   |   |   |
|   | Year<br>15<br>(optional) |                                  |             |                                      |                               |   |   |   |
|   | Year<br>16<br>(optional) |                                  |             |                                      |                               |   |   |   |

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

Industry Sector: Manufacturing and Product Development (MPD)

Career Pathway: Welding and Materials Joining (\*Skills Certificate \*\*AA)

| Level   | Grade              | English Language Arts      | Mathematics            | Science                        | Social Studies            | Career and Technical Education Courses | Other Required Courses or Recommended Electives | Occupations Related to this Pathway (Multiple End Points with Hourly Wage)  |  |
|---|--------------------|----------------------------|------------------------|--------------------------------|---------------------------|--|---|---|--|
| <b>SECONDARY</b>  | 9                  | English 9                  | Algebra 1              | Integrated Coordinated Science |                           |  |   | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Welder, \$16<br>▶ Weld Inspector, \$24<br>▶ Structural Welder, \$25<br>▶ Combo Welder, \$20<br><br>Occupations Requiring a Baccalaureate Degree<br>▶ Mfg. Engineer, \$32<br><br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Welding, \$16<br>▶ Material Joining, \$16 |  |
|   | 10                 | English 10                 | Algebra II             | Biology                        | World History & Geography | *Blueprint Reading 1                   |   |   |  |
|   | 11                 | English 11 or English 21   | *Applied Mathematics 1 | Chemistry                      | U.S History               | *Blueprint Reading 2                   | *Acetylene & Electric Welding                   |   |  |
|   | 12                 | English 12 or **English 28 | *Applied Mathematics 2 | **Astron 1                     | **History 1               | *Flux Core                             | *Welding Related Tech Instruction 1             |   |  |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                    |                            |                        |                                |                           |  |   |   |  |
| <b>POSTSECONDARY</b>  | Year 13            | **English 101              | Math 115               | **Astron 5                     | **Chicano 47              | *Welding Related Tech Instruction 3    | *Electric Welding 2                             |   |  |
|   | Year 14            |                            | *Math 125              |                                | **Political Science 1     | *Electric Welding 3                    | *Welding Related Tech Instruction 4             |   |  |
|   | Year 15 (optional) |                            |                        |                                |                           | *Inert Gas Welding (TIG and MIG)       |   |   |  |
|   | Year 16 (optional) |                            |                        |                                |                           |  |   |   |  |

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**Form D: California Career Pathways Trust  
Program of Study Worksheet**

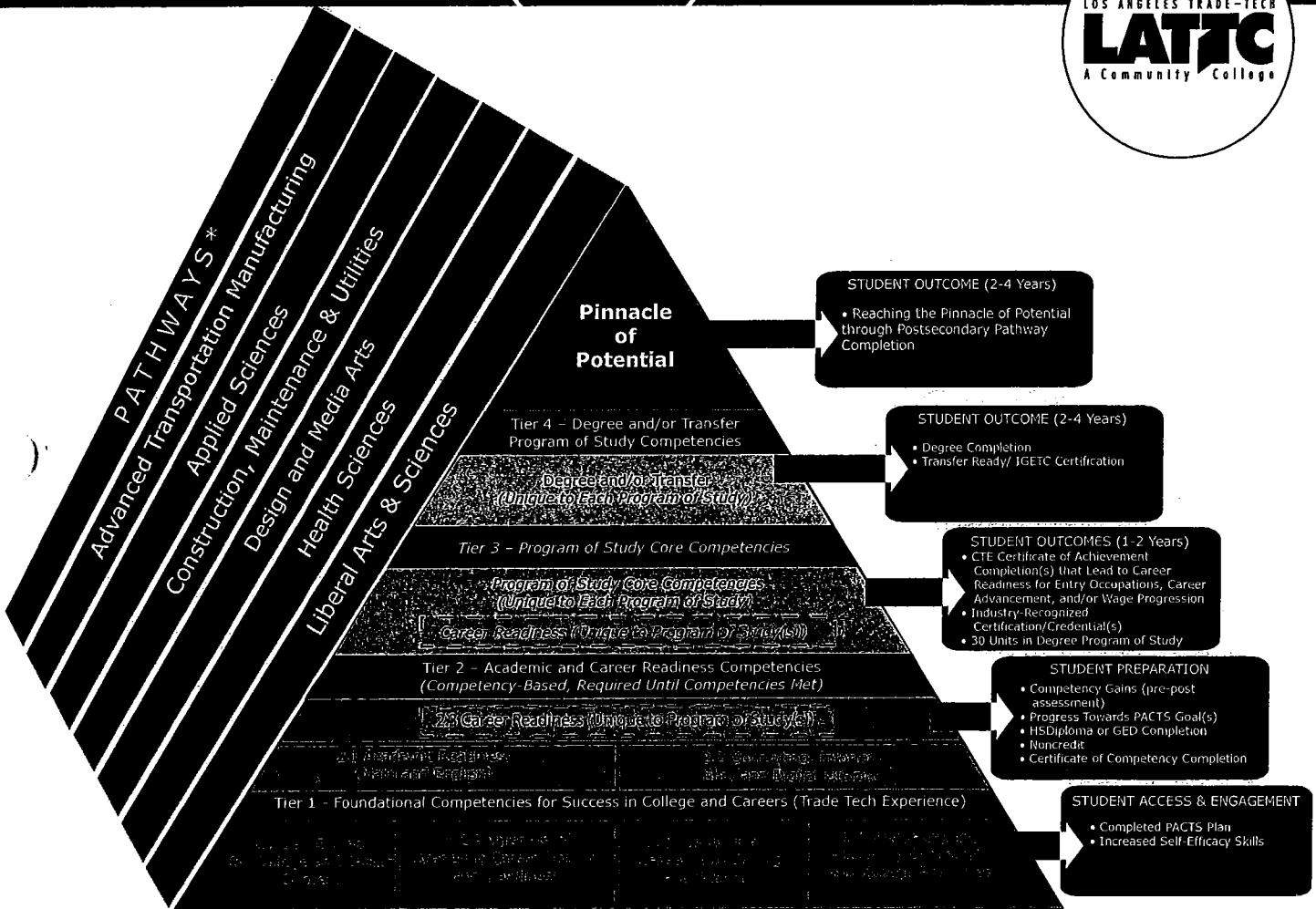
Industry Sector: Marketing, Sales, and Service  
 Career Pathway: Marketing Mngers (\*Skills Certificate \*\*AA)

| Grade   | English Language Arts | Mathematics                | Science    | Social Studies                 | Career and Technical Education Courses | Other Required Courses/Recommended Electives | Occupations/Related Career Pathway (Multiple End Point) with Hourly Wage   |                                 |
|---|-----------------------|----------------------------|------------|--------------------------------|--|--|--|---------------------------------|
| <b>SECONDARY</b>  | 9                     | English 9                  | Algebra 1  | Integrated Coordinated Science |  |  | Occupations Requiring Less Than a Baccalaureate Degree<br>▶ Marketing Manager, \$30<br>▶ Account Executive, \$28<br>▶ Market Associate, \$20<br>▶<br>Occupations Requiring a Baccalaureate Degree<br>▶ Account Super, \$33<br>▶ Marketing Dir, \$40<br>▶<br>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway<br>▶ Marketing Manager, \$30<br>▶<br>▶<br>▶ |                                 |
|   | 10                    | English 10                 | Algebra II | Biology                        | World History & Geography              |  |  |                                 |
|   | 11                    | English 11 or English 21   | Math 105   | Chemistry                      | U.S History                            | *International Trade                         |  | *Principles of Selling          |
|   | 12                    | English 12 or **English 28 | Math 115   | **Astron 1                     | **Anthro 102                           | *Fundamentals of Advertising                 |  | *Principles of Marketing        |
| Articulated Dual Credit courses may be taken or moved to the secondary level for articulation/dual credit purposes. |                       |                            |            |                                |  |  |  |                                 |
| <b>POSTSECONDARY</b>  | Year 13               | **English 101              | **Math 125 | **Astron 5                     | **Econ 1                               | *Retail Merchandising                        |  | *Intro to Business              |
|   | Year 14               |                            | **Math 227 |                                | **Chicano 47                           | *Principles of Management                    |  | *Small Business Entrepreneurshi |
|   | Year 15 (optional)    |                            |            |                                |  | *Real Estate Principles                      |  |                                 |
|   | Year 16 (optional)    |                            |            |                                |  |  |  |                                 |

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# Pathways to Academic, Career and Transfer Success (PACTS)



Student success is defined as: students possessing the competencies necessary to identify, select, start, continue AND complete LATTC program(s) of study that lead to entry, retention, or advancement in employment and/or transfer to four-year institutions.

December 11, 2014

**Form E-Business: California Career Pathways Trust  
Partner Roles, Responsibility, and Resource Chart  
Business**

List each partner and describe the partner's roles and responsibilities for each proposed career pathway in your grant application. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support that they will provide for each proposed career pathway. Please do not use abbreviations or combine businesses or pathways. Each entry should have one CDE Industry Sector Name, one Pathway Name, and one Business Name. For online submission purposes, upload each page individually.

| CDE Industry Sector Name   | Pathway Name   | Business/Entity Name                        | Roles, Responsibilities, and Described Support Level  |
|--|--|---|---|
| <input checked="" type="checkbox"/> Mfg. & Product Development<br>((Note: The item(s) above and below are from the California Department of Education ( <a href="http://pubs.cde.ca.gov/CTE/15/">http://pubs.cde.ca.gov/CTE/15/</a> )) | Machine Operators, Graphic Artists / Designers, Welding  | Northrop Grumman                            | <ul style="list-style-type: none"> <li>- Share Information regarding Industry &amp; Hiring Trends</li> <li>- Attend Program Meetings</li> <li>- Provide Internship Opportunities (where applicable)</li> </ul>  |
| <input checked="" type="checkbox"/> Health Science & Medical Technology<br><input checked="" type="checkbox"/> Mfg. & Product Development  | Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, Machine Operators, Graphic Artists / Designers, Welding | Griffols Corporation                        | <ul style="list-style-type: none"> <li>- Participate in regional meetings</li> <li>- Share information on job hiring needs in the future</li> <li>- Allow students and faculty to visit company locations to view frontline operations</li> <li>- Assist in identifying Internship locations</li> </ul>   |
| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | Metropolitan Transportation Authority (MTA) | <ul style="list-style-type: none"> <li>- Allow up to 20 to 25 internships to be located at our facilities.</li> <li>- Designate manager-level representatives to attend up to 4 quarterly regional planning and curriculum development meetings. This level of participation in meetings has a value of \$800</li> <li>- Share information on transportation industry trends.</li> </ul>                |
| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | Sugar House Productions                     | <ul style="list-style-type: none"> <li>- Provide students an opportunity to participate in one or more of the following: workplace learning, job shadowing, job placement, internships, workplace visits.</li> <li>- Collaborate with local high schools and postsecondary staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources</li> </ul> |

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| <p>✓ Mfg. &amp; Product Development</p>         | <p>Machine Operators, Graphic Artists / Designers, Welding</p>                            | <p>Gibson Overseas</p>   | <ul style="list-style-type: none"> <li>- Send Company Representatives to participate in 4 quarterly information sharing meetings with Project Coordinators. This level of participation has a value of \$4,000 because of the expected attendance in regional events and meetings.</li> <li>- Allow up to 5 Internship opportunities for program participants.</li> <li>- Advisory boards</li> <li>- Internship opportunities for students</li> <li>- Facility tours</li> <li>- Sharing info on industry trends</li> <li>- Program meetings</li> <li>- Industry presentations</li> </ul> |
| <p>✓ Marketing, Sales &amp; Service</p>         | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                 | <p>Certified Aviation Services (LAX)</p>                         | <ul style="list-style-type: none"> <li>- Participate in regional meetings</li> <li>- Share information on job hiring needs in the mobile, gaming &amp; emerging technologies fields</li> <li>- Create innovative digital curricula to support the development of critical career-relevant skills</li> <li>- Assist in identifying internship locations</li> </ul>  |
| <p>✓ Information Technology / Digital Media</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p> | <p>backCODE, LLC</p>   | <ul style="list-style-type: none"> <li>- Provide information on economic development trends</li> <li>- Attend regional meetings</li> <li>- Share information with business members</li> <li>- Assist in identifying internships</li> </ul>   |
| <p>✓ Marketing, Sales &amp; Service</p>         | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                 | <p>BizFed</p>  | <ul style="list-style-type: none"> <li>- Provide information on economic development trends</li> <li>- Attend regional meetings</li> <li>- Share information with business members</li> <li>- Assist in identifying internships</li> </ul>   |
| <p>✓ Mfg. &amp; Product Development</p>         | <p>Machine Operators, Graphic Artists / Designers, Welding</p>                            | <p>Prompt Machine Products Aerospace Mfg. Chatsworth</p>         | <ul style="list-style-type: none"> <li>- Advisory Boards</li> <li>- Internship and employment opportunities for the students</li> <li>- Facility tours</li> <li>- Sharing info on industry trends</li> <li>- Program meetings</li> <li>- Industry presentations</li> </ul>   |
| <p>✓ Mfg. &amp; Product Development</p>         | <p>Machine Operators, Graphic Artists / Designers, Welding</p>                            | <p>Anmar Precision Components Aerospace Mfg. North Hollywood</p> | <ul style="list-style-type: none"> <li>- Advisory Boards</li> <li>- Internship and employment opportunities for the students</li> <li>- Facility tours</li> <li>- Sharing info on industry trends</li> <li>- Program meetings</li> <li>- Industry presentations</li> </ul>   |
| <p>✓ Information Technology / Digital Media</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p> | <p>Brocade</p>   | <ul style="list-style-type: none"> <li>- Participate in regional meetings</li> <li>- Share information on job hiring needs in the information technology field</li> <li>- Help deploy a technology-based solution</li> <li>- Assist in identifying internship locations</li> </ul>   |

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| <input checked="" type="checkbox"/> Mfg. & Product Development   | Machine Operators, Graphic Artists / Designers, Welding  | Dynamic Automation               | <ul style="list-style-type: none"> <li>- Provide students an opportunity to participate in one or more of the following: on-site tours, internships, post-graduation jobs.</li> <li>- Collaborate with local high schools and postsecondary faculty and staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources.</li> </ul> |
| <input checked="" type="checkbox"/> Information Technology / Digital Media   | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters   | 3DCAM                            | <ul style="list-style-type: none"> <li>- Internships</li> <li>- Externships</li> <li>- Practical Training</li> <li>- Job Shadowing</li> </ul>   |
| <input checked="" type="checkbox"/> Information Technology / Digital Media   | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters   | Caprica Internet Service         | <ul style="list-style-type: none"> <li>- Make presentations to high school and college students</li> <li>- take high school and college students on tours of their business</li> </ul>  |
| <input checked="" type="checkbox"/> Information Technology / Digital Media   | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters   | Archway Systems, Inc.            | <ul style="list-style-type: none"> <li>- Conduct onsite workshops in CAD, BIM, Collaboration software, point cloud processing, and more</li> <li>- Distributed software, tutorials and exercise files</li> <li>- Provide lunch</li> </ul>   |
| <input checked="" type="checkbox"/> Mfg. & Product Development   | Machine Operators, Graphic Artists / Designers, Welding  | Industrial Metal Supply Co.      | <ul style="list-style-type: none"> <li>- Internships</li> <li>- Externships</li> <li>- Practical Training</li> <li>- Job Shadowing</li> </ul>   |
| <input type="checkbox"/> Information Technology / Digital Media<br><input type="checkbox"/> Mfg. & Product Development<br><input type="checkbox"/> Health Science & Medical Technology<br><input type="checkbox"/> Marketing, Sales & Service<br><input type="checkbox"/> Business & Finance<br><input checked="" type="checkbox"/> All of the above | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance & Banking | Cal State University Los Angeles | <ul style="list-style-type: none"> <li>- Establish industry collaborations</li> <li>- Align programs with high-need, high-growth, and emerging regional economic sectors</li> </ul>   |

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| <p>Information Technology / Digital Media<br/> Mfg. &amp; Product Development<br/> Health Science &amp; Medical Technology<br/> Marketing, Sales &amp; Service<br/> Business &amp; Finance<br/> <input checked="" type="checkbox"/> All of the above</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>Los Angeles County Workforce Investment Board / Community &amp; Senior Services</p> | <ul style="list-style-type: none"> <li>- Attend partnership meetings to discuss how the Career Pathways model can align with the LA County WIB/CSS Strategic Plan</li> <li>- Identify WIA-funded activities and strategies that can be aligned to enhance student learning experiences</li> <li>- Identify high schools that can be connected with district colleges</li> <li>- Develop a plan that aligns this project's internship component with the work experience component of the LA County WIB/CSS</li> </ul>   |
| <p><input checked="" type="checkbox"/> Mfg. &amp; Product Development</p>  | <p>Machine Operators, Graphic Artists / Designers, Welding</p>  | <p>National Tooling &amp; Machining Association (NTMA) San Fernando Chapter</p>        | <ul style="list-style-type: none"> <li>- Form a strong collaboration, documented in a formal agreement, with secondary, postsecondary, and any other community partners</li> <li>- Provide all students enrolled in a career pathway an opportunity to participate in some form of workplace learning, such as job shadowing, paid or unpaid internships, virtual and group experiences, and paid part-time and/or summer employment</li> <li>- Provide workplace visits, speakers, and mentors for participating students and teachers and community college faculty as appropriate</li> <li>- Participate in statewide CCPT Network meetings, and to become members of a virtual learning community to share expertise and experiences on the development of career pathway programs, as well as pertinent resources, tools, and strategies.</li> <li>- Collect, analyze, and submit data to a data collection repository designated by the CDE.</li> </ul> |

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| <p>Information Technology<br/> <input type="checkbox"/> / Digital Media<br/> <input type="checkbox"/> Mfg. &amp; Product Development<br/> <input type="checkbox"/> Health Science &amp; Medical Technology<br/> <input type="checkbox"/> Marketing, Sales &amp; Service<br/> <input checked="" type="checkbox"/> Business &amp; Finance<br/> <input checked="" type="checkbox"/> All of the above</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>Southern California Association of Governments</p>                        | <p>- Expand awareness of the project to over 191 cities in the Southern California region</p>  |
| <p>Information Technology<br/> <input type="checkbox"/> / Digital Media<br/> <input type="checkbox"/> Mfg. &amp; Product Development<br/> <input type="checkbox"/> Health Science &amp; Medical Technology<br/> <input type="checkbox"/> Marketing, Sales &amp; Service<br/> <input checked="" type="checkbox"/> Business &amp; Finance<br/> <input checked="" type="checkbox"/> All of the above</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>Cal State University, Northridge</p>                                      | <p>- Participate in regional meetings<br/> - Identify correlating educational pathways<br/> - Participate in curriculum develop<br/> - Participate in articulation agreement development efforts<br/> - Offer first-year University experience activities</p>  |
| <p><input checked="" type="checkbox"/> Marketing, Sales &amp; Service</p>   | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>   | <p>Southern California Marine Institute (part of the AltaSea Initiative)</p> | <p>- Explore how the Career Pathways project's STEM focus can align with the strategies of SCMI and the AltaSea initiative<br/> - Attend regional meetings<br/> - Allow students, faculty and administrators to visit SCMI<br/> - Be an advisor to college and high school leaders in the area of curriculum development<br/> - Enable the project work with SCMI and the future AltaSea Initiative in order to align regional education and research strategies</p> |

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| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | US Green Building Council                                | <ul style="list-style-type: none"> <li>- Participate in regional planning and curriculum development meetings by providing up to 3 managers that will attend.</li> <li>- Share information on current trends within our industry.</li> <li>- Help identify potential business partners</li> <li>- Provide up to 30 internships</li> </ul>                         |
| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | California Conservation Corps<br>- Los Angeles Satellite | <ul style="list-style-type: none"> <li>- Participate in regional meetings</li> <li>- Share information on Career Pathways with Corps partners</li> <li>- Share information to potential students on how to return to school as well as access WIA wrap around services</li> </ul>   |
| <input type="checkbox"/> Information Technology / Digital Media<br><input type="checkbox"/> Mfg. & Product Development<br><input type="checkbox"/> Health Science & Medical Technology<br><input type="checkbox"/> Marketing, Sales & Service<br><input type="checkbox"/> Business & Finance<br><input checked="" type="checkbox"/> All of the above | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance & Banking | Loyola Marymount University                              | <ul style="list-style-type: none"> <li>- Participate in quarterly program and statewide CCPT Network meetings, and a virtual teaming community organized to share expertise and experiences about career pathways programs, as well as other appropriate resources, tools and strategies.</li> <li>- Offer first-year University experience activities</li> </ul> |

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| <p>Information Technology / Digital Media Mfg. &amp; Product Development Health Science &amp; Medical Technology Marketing, Sales &amp; Service Business &amp; Finance</p> <p><input checked="" type="checkbox"/> All of the above</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>Cal State University Long Beach</p>              | <p>Participate in regional meetings</p> <p>Identify correlating educational pathways with project themes</p> <p>Participate in curriculum develop activities</p> <p>Participate in articulation agreement development efforts</p>  |
| <p>Information Technology / Digital Media Mfg. &amp; Product Development Health Science &amp; Medical Technology Marketing, Sales &amp; Service Business &amp; Finance</p> <p><input checked="" type="checkbox"/> All of the above</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>Los Angeles Economic Development Corporation</p> | <p>Offer support for LACCD's career pathways in the following sectors:</p> <ul style="list-style-type: none"> <li>* Global Trade and Logistics</li> <li>* Advanced Manufacturing</li> <li>* Business</li> <li>* Health Science; and</li> <li>* Information and Communications Technology (ICT).</li> </ul> |

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Information Technology / Digital Media</li> <li><input type="checkbox"/> Mfg. &amp; Product Development</li> <li><input type="checkbox"/> Health Science &amp; Medical Technology</li> <li><input type="checkbox"/> Marketing, Sales &amp; Service</li> <li><input type="checkbox"/> Business &amp; Finance</li> <li><input checked="" type="checkbox"/> All of the above</li> </ul> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>City of Los Angeles Workforce Investment Board</p> | <ul style="list-style-type: none"> <li>- Contribute to LACCD's efforts by reserving paid internships, work experiences and supportive services for project participants.</li> </ul>   |
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Information Technology / Digital Media</li> </ul>   | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p>   | <p>NIC Partners</p>                                   | <ul style="list-style-type: none"> <li>- Match, including time spent, cost of space, travel expenses, etc. has a value of up to \$1000</li> <li>- Provide up to two managers from our team to attend curriculum and planning meetings to provide input to develop a stronger project.</li> <li>- Share current trends within our industry and continuously update the data.</li> <li>- Most importantly, provide up to six internships at our facility.</li> </ul>                        |
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Marketing, Sales &amp; Service</li> </ul>   | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>   | <p>RM Automotive</p>                                  | <ul style="list-style-type: none"> <li>- Offer 1 internship to support students, an estimated value of \$500.</li> <li>- Designate 1 manager who will be part of the leadership team in this alliance to attend planning development meetings, an estimated value of \$500.</li> <li>- The leadership team will always be prepared to discuss our latest industry trends in this region.</li> </ul>   |
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mfg. &amp; Product Development</li> </ul>   | <p>Machine Operators, Graphic Artists / Designers, Welding</p>  | <p>SnugTop</p>  | <ul style="list-style-type: none"> <li>- Up to 3 internship opportunities that will be available at our company throughout the duration of the project from program participants.</li> <li>- 1 manager that will attend your regional planning and curriculum development meetings. This level of participation has a value of \$300 because of the expected attendance in regional events and meetings.</li> <li>- Sharing information on current trends within our industry.</li> </ul> |

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| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>Locali</p>              | <ul style="list-style-type: none"> <li>- Up to 4 internships within Locali and provide ongoing evaluation of interns</li> <li>- Up to 2 current experienced company representatives to be a part of curriculum development and planning committees. Attend up to 4 quarterly meetings to better strengthen the partnership. This level of participation in meetings has a value of \$1800 because of the expected attendance in regional events and meetings.</li> <li>- Connections within our network to further mentorship and employment opportunities for students.</li> <li>- Up-to-date reports from Locali on trends within our industry.</li> </ul> |
| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>OK International</p>    | <ul style="list-style-type: none"> <li>- Up to 2 internships within OK International and provide ongoing evaluation of interns.</li> <li>- Up to 2 current experienced company representatives to be a part of curriculum development and planning committees. Attend up to 4 quarterly meetings to better strengthen the partnership. This level of participation in meetings has a value of \$1800 because of the expected attendance in regional events and meetings.</li> <li>- Up-to-date reports from OK International on trends within our industry.</li> </ul>   |
| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>Goodwill Industries</p> | <ul style="list-style-type: none"> <li>- Up to 2 managerial level employees to attend up to 4 quarterly curriculum development and planning meetings for the duration of the project. This level of participation in meetings has a value of \$2000 because of the expected attendance in the regional events and meetings.</li> <li>- Up to 2 positions for interns at our facility.</li> <li>- Share information on current trends within our industry.</li> </ul>   |
| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>St. Vincent de Paul</p> | <ul style="list-style-type: none"> <li>- Match, including time spent, cost of space, travel expenses, etc, has a value of up to \$2,300 which includes the following:</li> <li>- Provide 1 manager from our team to attend curriculum and planning meetings to give input to develop a stronger project.</li> <li>- Share information on current trends within our industry and continuously update the data.</li> <li>- Provide up to 2 internships at our facility.</li> </ul>   |
| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>Athens Services</p>     | <ul style="list-style-type: none"> <li>- Send company representatives to participate in up to 4 quarterly information sharing meetings with project Coordinators. This level of participation has a value of \$3,000 because of the expected attendance in regional events and meetings.</li> <li>- Allow up to 3 internship opportunities for program participants.</li> <li>- Share information on employment opportunities, when available.</li> <li>- Attend LACCD Job Fairs, when available.</li> </ul>   |

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| <p>✓ Marketing, Sales &amp; Service</p>         | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                 | <p>West Angeles Community Development Company</p> | <ul style="list-style-type: none"> <li>- Agree to offer 2 internships to support students, an estimated value of \$3,500.</li> <li>- Designate 1 manager who will be a part of the leadership team in this alliance to attend planning development meetings, an estimated value of \$1,200.</li> <li>- The leadership team will always be prepared to discuss our latest trends within our industry in this region.</li> </ul>  |
| <p>✓ Marketing, Sales &amp; Service</p>         | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                 | <p>JB Office</p>                                  | <ul style="list-style-type: none"> <li>- Send company representatives to participate in up to 4 quarterly information sharing meetings with project Coordinators. This level of participation in meetings has a value of \$5,500 because of the expected attendance in regional events and meetings.</li> <li>- Allow up to 25 internship opportunities for program participants, based on their capabilities.</li> <li>- Share information on employment opportunities, when available.</li> <li>- Attend LACCD Job Fairs, when available.</li> </ul>                        |
| <p>✓ Marketing, Sales &amp; Service</p>         | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                 | <p>Crowne Plaza</p>                               | <ul style="list-style-type: none"> <li>- This match, including time spent, cost of space, travel expenses, etc. has a value of up to \$1,800 which includes the following:</li> <li>- Provide 1 manager from our team to attend curriculum and planning meetings to give input to develop a stronger project.</li> <li>- Share information on current trends within our industry and continuously update the data.</li> <li>- Provide up to two internships at our facility.</li> </ul>   |
| <p>✓ Information Technology / Digital Media</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p> | <p>Creative Future</p>                            | <ul style="list-style-type: none"> <li>- Provide up to 3 internships within our business</li> <li>- Provide up to 2 managerial level employees to attend up to 4 regional planning and curriculum development meetings. This level of participation in meetings has a value of \$7,500 because of the expected attendance in regional events and meetings.</li> <li>- Provide information on current trends in our industry to your program coordinators.</li> </ul>  |
| <p>✓ Mfg. &amp; Product Development</p>         | <p>Machine Operators, Graphic Artists / Designers, Welding</p>                            | <p>American Apparel</p>                           | <ul style="list-style-type: none"> <li>- Provide mentors in Manufacturing and Marketing to adopt suitable students seeking careers in manufacturing and fashion design, in the form of internships and job shadowing.</li> <li>- Strategic leadership assigning line managers to participate in your planning and curriculum design sessions as well as serve on panels providing insights into the future needs of skill sets in our industry and applicable Career Trends.</li> <li>- Committing value of \$8,000 of in-kind resources, in talent and expertise.</li> </ul> |

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| <input checked="" type="checkbox"/> Health Science & Medical Technology  | Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician,   | White Memorial Medical Center         | <ul style="list-style-type: none"> <li>- We estimate the value of our contribution in staff time at \$10,000/yr. attending regional meetings and events.</li> <li>- Share information with your educators by attending up to 4 quarterly project meetings to enhance the learning experience of high school and community college students.</li> <li>- Provide internships at WMMC so students can be exposed to the world of work and industry processes.</li> </ul>  |
| <input checked="" type="checkbox"/> Mfg. & Product Development   | Machine Operators, Graphic Artists / Designers, Welding  | Spectrolab                            | <ul style="list-style-type: none"> <li>- Up to 5 Internship opportunities that will be available at our company throughout the duration of the project for program participants.</li> <li>- Up to 2 managers that will attend your regional planning and curriculum development meetings. This level of participation in meetings has a value of \$20,000 because of the expected attendance in regional events and meetings.</li> <li>- Sharing information on current trends within our industry.</li> </ul> |
| <input type="checkbox"/> Information Technology<br><input type="checkbox"/> / Digital Media<br><input type="checkbox"/> Mfg. & Product Development<br><input type="checkbox"/> Health Science & Medical Technology<br><input type="checkbox"/> Marketing, Sales & Service<br><input type="checkbox"/> Business & Finance<br><input checked="" type="checkbox"/> All of the above | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance & Banking | Lion's Club of Northridge             | <p>We recognize the potential to unite education, workforce, economic, civic, community and business leaders in helping develop meaningful solutions to resolve regional challenges.</p> <p>The hours that our club may be able to commit will be approx 250 hours (which could be averaged at \$25,000).</p>  |
| <input checked="" type="checkbox"/> Health Science & Medical Technology  | Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician,   | Community Hospital of Huntington Park | <ul style="list-style-type: none"> <li>- Provide internships where applicable.</li> <li>- Share industry trends information.</li> <li>- Collaborate on curriculum and program development.</li> </ul>  |
| <input checked="" type="checkbox"/> Business & Finance   | Business Management, Finance & Banking   | Juice Served Here                     | <ul style="list-style-type: none"> <li>- Provide up to 5 job opportunities that will be available in our local retail stores or corporate office which may include managerial, kitchen, accounting, service and other.</li> <li>- Sharing information on current trends within our industry.</li> </ul>  |

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| ✓ Information Technology / Digital Media | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters                    | Possible                  | <ul style="list-style-type: none"> <li>- Provide up to 1 internship at our company, where we will train and mentor an intern who is experienced in the field design.</li> <li>- Continued information and updates on current trends within the industry of Digital Marketing.</li> </ul>   |
| ✓ Business & Finance                     | Business Management, Finance & Banking  | GMC Realty Advisors       | <ul style="list-style-type: none"> <li>- Provide up to ten internship opportunities.</li> <li>- Collaborating on curriculum and program development as applicable.</li> <li>- Sharing industry trends information as applicable.</li> <li>- Designate staff to attend bi-monthly program meetings as applicable.</li> </ul>  |
| ✓ Mfg. & Product Development             | Machine Operators, Graphic Artists / Designers, Welding   | Hourglass Lilly           | <ul style="list-style-type: none"> <li>- Assist LACCD with the development and rollout of its project.</li> <li>- Participate in regional planning meetings for the project.</li> <li>- Share information on job hiring needs for our industry.</li> <li>- Allow up to 10 internship opportunities.</li> <li>- Help ensure the success of the project's leadership component by offering guidance and mentoring support.</li> </ul>          |
| ✓ Health Science & Medical Technology    | Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician | MC Family Dental          | <ul style="list-style-type: none"> <li>- Participate in regional planning meetings for the project.</li> <li>- Share information on job hiring needs for our industry.</li> <li>- Allow 2 internship opportunities.</li> <li>- Help ensure the success of the project's leadership component by offering guidance and mentoring support.</li> </ul>  |
| ✓ Mfg. & Product Development             | Machine Operators, Graphic Artists / Designers, Welding   | Greylin                   | <ul style="list-style-type: none"> <li>- Providing up to fifteen internship opportunities.</li> <li>- Sharing industry trends information.</li> <li>- Collaborating on curriculum and program development.</li> <li>- Designate staff to attend bi-monthly program meetings.</li> </ul>  |
| ✓ Business & Finance                     | Business Management, Finance & Banking  | Mane-Aquila Consulting    | <ul style="list-style-type: none"> <li>- Providing up to ten internship opportunities.</li> <li>- Sharing industry trends information.</li> <li>- Collaborating on curriculum and program development.</li> <li>- Designate staff to attend bi-monthly program meetings.</li> </ul>  |
| ✓ Marketing, Sales & Service             | International Trade Specialists, Marketing Managers, Entrepreneurs                                    | ProSource Facility Supply | <ul style="list-style-type: none"> <li>- Allow up to ten internships to be located at our facilities.</li> <li>- Designate management staff to participate in the regional planning and curriculum development meetings.</li> <li>- Share information on the trends happening in our industry.</li> <li>- Provide guidance and input to better the efforts of the program.</li> <li>- Sharing resources and industry information.</li> </ul> |
| ✓ Mfg. & Product Development             | Machine Operators, Graphic Artists / Designers, Welding   | Dynamic Automation        | <ul style="list-style-type: none"> <li>- Sharing resources and industry information.</li> </ul>  |

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| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | International Secret Agents        | <ul style="list-style-type: none"> <li>- Allow up to twenty internships to be located at our facilities.</li> <li>- Designate management staff to participate in the regional planning and curriculum development meetings.</li> <li>- Share information on the trends happening in our industry.</li> <li>- Provide guidance and input to better the efforts of the program.</li> </ul>  |
| <input checked="" type="checkbox"/> Information Technology / Digital Media   | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters   | Bright Educational Software        | <ul style="list-style-type: none"> <li>- Provide up to two managers from our team to attend curriculum meetings to give input to develop a stronger project.</li> <li>- Share information with current trends within our industry and continuously update the data.</li> <li>- Provide job opportunity information from our company.</li> <li>- We will provide up to one internship at our facility.</li> </ul>                      |
| <input type="checkbox"/> Information Technology / Digital Media<br><input type="checkbox"/> Mfg. & Product Development<br><input type="checkbox"/> Health Science & Medical Technology<br><input type="checkbox"/> Marketing, Sales & Service<br><input type="checkbox"/> Business & Finance<br><input checked="" type="checkbox"/> All of the above | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance & Banking | Verdugo Workforce Investment Board | <ul style="list-style-type: none"> <li>- Collaborate with program coordinators by attending up to 4 quarterly information sharing and data gathering program meetings with donated staffing cost of \$1,000.</li> <li>- The WIB will also supply up to \$20,000 in federal WIA funds through its One-stop system to supplement education efforts with job placement, training, internships, job shadowing, mentoring, etc.</li> </ul> |
| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | CALTRANS                           | <ul style="list-style-type: none"> <li>- We are very active in supporting any continual efforts to develop our students as our future workforce and with their assistance we will continue to provide a safe, sustainable, integrated and efficient transportation system to enhance California's economy and livability.</li> </ul>  |
| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | Frazee Law Group                   | <ul style="list-style-type: none"> <li>- We can provide in-kind services and staff to enhance the overall effectiveness of the project and allow internships.</li> <li>- We can send company representatives to share industry trends to ensure the relevancy of future career pathway curricula.</li> </ul>  |

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| <p>✓ Marketing, Sales &amp; Service</p>          | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                                    | <p>Nippon Express</p>            | <ul style="list-style-type: none"> <li>- Designate manager-level representatives to attend up to 4 quarterly regional planning and curriculum development meetings.</li> <li>- Share information on the trends happening in our industry.</li> </ul>   |
| <p>✓ Marketing, Sales &amp; Service</p>          | <p>International Trade Specialists, Marketing Managers, Entrepreneurs/Research</p>                           | <p>Rand Corporation</p>          | <ul style="list-style-type: none"> <li>- Engage in a continuous improvement process to examine issues pertaining to implementation of the Career Pathways</li> <li>- Provide deeper understanding on the Career Pathways model's strengths and opportunities for broader scalability</li> <li>- Compare the practices and outcomes of the Career Pathway to benchmarked practices and expected outcomes.</li> </ul>  |
| <p>✓ Marketing, Sales &amp; Service</p>          | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                                    | <p>Los Angeles World Airport</p> | <ul style="list-style-type: none"> <li>- Send company representatives to participate in up to 4 quarterly information sharing meetings with project Coordinators.</li> <li>- Allow up to 10 internship opportunities for program participants.</li> <li>- Share information on employment opportunities, when available.</li> <li>- Attend LACCD job fairs, when available.</li> </ul>   |
| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>SK Plastic Surgery</p>        | <ul style="list-style-type: none"> <li>- Providing up to 10 internship opportunities</li> <li>- Sharing industry trends information</li> <li>- Collaborating on curriculum and program development</li> </ul>  |
| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>UCLA Medical Center</p>       | <ul style="list-style-type: none"> <li>- Work closely with project partners to identify the requisite skills and competencies necessary for the targeted healthcare industries and occupations.</li> <li>- Where appropriate, give advice on curriculum development and program design.</li> <li>- Give opinions on reviewing programs of study to help establish industry-recognized/standardized credentials.</li> <li>- Assist in promoting this project to my health care office and other related vendors</li> <li>- Help galvanize a national movement to build consensus for a national competency-based core curriculum and credential for health profession.</li> </ul> |
| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>CareMore</p>                  | <ul style="list-style-type: none"> <li>- Up to 10 internship opportunities will be available at our company throughout the duration of the project for program participants.</li> <li>- Up to 1 managers that will attend your regional planning and curriculum development meetings. This level of participation in meetings has a value of \$16,500 because of the expected attendance in regional events and meetings.</li> <li>- Sharing information on current trends within our industry.</li> </ul>   |



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| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>Kaiser Permanente</p>                      | <ul style="list-style-type: none"> <li>- Work closely with project partners to identify the requisite skills and competencies necessary for the targeted healthcare industries and occupations.</li> <li>- Where appropriate, give advice on curriculum development and program design.</li> <li>- Give opinions on reviewing programs of study to help establish industry-recognized/standardized credentials.</li> <li>- Assist in promoting this project to my health care office and other related vendors</li> <li>- Help galvanize a national movement to build consensus for a national competency-based core curriculum and credential for health profession.</li> <li>- Provide up to 2 internships within our business</li> <li>- Provide up to 2 company representatives to attend up to 4 regional planning meetings.</li> <li>- This level of participation in meetings has a value of \$10,000 because of the expected attendance in regional events and meetings.</li> <li>- We also plan on providing information on current trends in our industry to your program coordinators.</li> </ul> |
| <p>✓ Business &amp; Finance</p>                  | <p>Business Management, Finance &amp; Banking</p>  | <p>Norris Dorsey Academy of Entrepreneurs</p> | <ul style="list-style-type: none"> <li>- We can assist with leadership and insight into the current and future trends in our economy, as our membership, (comprised of civic, community and business owners) are engaged business leaders in their respective sectors.</li> <li>- Whether it be serving on panels, boards, or planning committees we can recruit from our membership participants whose time and expertise is valued at \$3,000 as well as assist in placing internships with the equivalent in time vested at \$4,000.</li> </ul>   |
| <p>✓ Business &amp; Finance</p>                  | <p>Business Management, Finance &amp; Banking</p>  | <p>Rotary District 5280</p>                   | <ul style="list-style-type: none"> <li>- Up to 2 internships at our company, where we will train and mentor the interns.</li> <li>- Up to 2 managerial level employees will attend up to 4 quarterly curriculum and planning meetings.</li> <li>- Continued information and updates on current trends within the service industry.</li> <li>- We estimate this type of support to have a value of up to \$2,700.</li> </ul>  |
| <p>✓ Business &amp; Finance</p>                  | <p>Business Management, Finance &amp; Banking</p>  | <p>FormLA</p>                                 | <ul style="list-style-type: none"> <li>- Mentors in Human Resources, Finance, Customer Relations, Engineering, and Manufacturing.</li> <li>- We can support one intern in each area listed above for at least 3 months a year.</li> <li>- We will have at least one HITCO employee available for each area.</li> </ul>   |
| <p>✓ Mfg. &amp; Product Development</p>          | <p>Machine Operators, Graphic Artists / Designers, Welding</p>   | <p>Hitco</p>                                  |  |

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| <p>✓ Business &amp; Finance</p>                  | <p>Business Management, Finance &amp; Banking</p>  | <p>Strategic Acquisitions</p> | <ul style="list-style-type: none"> <li>- Provide up to 3 internships within our business.</li> <li>- Provide up to 2 managerial level employers.</li> <li>- Attend up to 4 regional planning and curriculum development meetings.</li> <li>- This level of participation in meetings has a value of \$3,500 because of the expected attendance in regional events and meetings.</li> <li>- Provide information on current trends in our industry to your program coordinators.</li> </ul>  |
| <p>✓ Business &amp; Finance</p>                  | <p>Business Management, Finance &amp; Banking</p>  | <p>LA n Sync</p>              | <ul style="list-style-type: none"> <li>- LA n Sync is providing the LACCD with one of only a few LA n Sync seals of approval for this particular opportunity.</li> <li>- Given the tremendous groundwork already in place, the strong partnerships that exist and the many opportunities for success, LA n Sync is very pleased to support the Los Angeles Community College District's Career Pathways proposal to the California Department of Education.</li> </ul>   |
| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>Kids Smile Dental</p>      | <ul style="list-style-type: none"> <li>- Assist LACCD with the development and rollout of its project, Kids Smile Dental agrees to participate in regional planning meetings for the project.</li> <li>- Share information on job hiring needs for our industry</li> <li>- Allow up to ten (10) internship opportunities</li> <li>- We will help ensure the success of the project's leadership component by offering guidance and mentoring support.</li> </ul>   |
| <p>✓ Mfg. &amp; Product Development</p>          | <p>Machine Operators, Graphic Artists / Designers, Welding</p>   | <p>GKN Aerospace</p>          | <ul style="list-style-type: none"> <li>- Provide students enrolled in a career pathway an opportunity to participate in some form of workplace learning, such as job shadowing, paid or unpaid internships, virtual and group experiences, and paid part-time and/or summer employment.</li> <li>- Provide workplace visits, speakers, and mentors for participating students as appropriate.</li> <li>- Participate in statewide CCPT Network meetings, and to become members of a virtual learning community to share expertise and experiences on the development of career pathway programs, as well as pertinent resources, tools, and strategies.</li> <li>- Collect, analyze, and submit data to a data collection repository designated by the CDE.</li> </ul> |

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| <input checked="" type="checkbox"/> Marketing, Sales & Service | International Trade Specialists, Marketing Managers, Entrepreneurs | Ports America           | <p>As a partner in the project, we will help build stronger career pathways for youth and young adults in our region. Ports America's contributions include the following activities:</p> <ul style="list-style-type: none"> <li>- Participate in skills planning groups to develop training and competency maps that identify core competencies to enter advanced training and/or employment in our industry.</li> <li>- Lead industry coaching and mentoring sessions for High School students to help them make educated college and career paths choices.</li> <li>- Conduct resume and job application workshops that inform and develop the job readiness skills of youth and young adults.</li> <li>- Support strategies that link classrooms and industry where students can learn more about our industry and career opportunities through activities such as workplace visits, classroom presentations by speakers from our company, participation in classroom activities aligned to technologies in our industry and mentorship of youth or young adults.</li> <li>- Work to identify work based learning opportunities for students in our company or industry, including job shadowing, internships, and group experiences such as work site tours.</li> <li>- Chair or participate in panels and conversations between industry and education on a regional basis, and support a regional system that connects students with career exploration and work-based learning opportunities in a way makes it simple and efficient for employers to participate.</li> </ul> |
| <input checked="" type="checkbox"/> Marketing, Sales & Service | International Trade Specialists, Marketing Managers, Entrepreneurs | The Port of Los Angeles | <ul style="list-style-type: none"> <li>- In support of the project, the Port of Los Angeles would make available the components of our existing educational outreach program which includes boat tours, on-campus speakers and activities, TransPORTer educational exhibit visits and job shadowing/mentoring.</li> </ul>  |

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| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>JMC2</p> | <p>If this project is awarded funding, we are open to offering the following:</p> <ul style="list-style-type: none"> <li>- Help form a strong collaboration, documented in a formal agreement, with secondary, postsecondary, and any other community partners;</li> <li>- Commit to provide students enrolled in a career pathway an opportunity to participate in some form of workplace learning, such as job shadowing, paid or unpaid internships, virtual and group experiences, and paid part-time and/or summer employment;</li> <li>- Help create an up-to-date skills map for the industry/sector that identifies essential job requirements and competencies;</li> <li>- Help identify industry-valued skills credentials;</li> <li>- Assist in providing workplace visits, speakers, and mentors for participating students and externships for teachers and community college faculty as appropriate;</li> <li>- Collaborate with LACCD and postsecondary staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources; and</li> <li>- Provide dedicated staff to work on the career pathway program including an Industry Liaison who has the authority to coordinate with the secondary and postsecondary school(s) on behalf of JMC2 and HAIC.</li> </ul> |
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| <p>✓ Marketing, Sales &amp; Service</p>          | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p>                                    | <p>International Trade Education Programs, Inc.</p> | <p>As a fully committed school--□to--□career intermediary partner, ITEP will focus on providing support for the following Project activities:</p> <ul style="list-style-type: none"> <li>- Develop and maintain networks of industry partners to support secondary and postsecondary industry awareness and career pathway programs.</li> <li>- Secure industry match of time and resources, including volunteer time, corporate sponsorships of student enrichment activities, student and teacher stipends, and scholarships.</li> <li>- Convene these industry networks regularly to identify industry needs and support alignment of technical skills and workplace competencies with curriculum, course offerings and other resources.</li> <li>- Facilitate industry workplace visits, speakers, and mentors for participating students, as well as professional development for teachers.</li> <li>- Coordinate workplace learning opportunities for students, including mentoring and paid internships, as well as group experiences.</li> <li>- Work to align technical skills and workplace competencies with curriculum and course offerings.</li> <li>- Organize work-skills preparation activities to build student technical competence and soft skills.</li> <li>- Support career pathway capstone coursework.</li> <li>- Provide ITEP staff to serve as a liaison between schools and industry partners.</li> <li>- We estimate that our organizational cost will amount to \$200,000 for year one and \$200,000 for year two in the form of dedicated ITEP staff supporting grant-focused activities. Over the four-year grant period, we also anticipate leveraging \$100,000 (\$25,000 per year) in match from industry in the form of volunteer hours, sponsorships of student enrichment activities, internship stipends, and student scholarships.</li> </ul> |
| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>San Gabriel Valley Medical Center</p>            | <p>- San Gabriel Valley Medical Center, would like to support in East Los Angeles College (ELAC) in the LACCD Career Pathways project. We regularly employ individuals drawn from the career pathway(s) that will be supported by this project.</p>   |
| <p>✓ Information Technology / Digital Media</p>  | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p>                    | <p>Photography</p>                                  | <p>- I would like to support in East Los Angeles College (ELAC) in the LACCD Career Pathways project. I anticipate that I will be seeing to employ individuals drawn from the career pathway(s) that will be supported by this project in the near future.</p> <p>- Additionally, I look forward to mentoring future entrepreneurs and sharing my experiences with them, while benefiting from this project by having a knowledgeable pool of candidates available.</p>   |

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| <input checked="" type="checkbox"/> Marketing, Sales & Service<br><input checked="" type="checkbox"/> Information Technology / Digital Media | International Trade Specialists, Marketing Managers, Entrepreneurs, Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters | Codebusters             | Codebusters would like to support in East Los Angeles College (ELAC) in the LACCD Career Pathways project. We regularly employ individuals drawn from the career pathway(s) that will be supported by this project.   |
| <input checked="" type="checkbox"/> Marketing, Sales & Service<br><input checked="" type="checkbox"/> Information Technology / Digital Media | International Trade Specialists, Marketing Managers, Entrepreneurs, Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters | Caban Resources         | Caban Resources would like to support in East Los Angeles College (ELAC) in the LACCD Career Pathways project. We regularly employ individuals drawn from the career pathway(s) that will be supported by this project.   |
| <input checked="" type="checkbox"/> Marketing, Sales & Service   | International Trade Specialists, Marketing Managers, Entrepreneurs   | Beacon Management Group | Our company is committed to work-based learning opportunities that may include one or more of these activities job shadowing, site visits, internships, and/or job placement opportunities.<br>Through this letter, we acknowledge our support to:<br>- Students participating in career pathways programs to become more fully prepared for career and college.<br>- Collaborative networks to build innovative and quality (high-skill, high-wage, and high-growth) career pathways programs that lead to employment or postsecondary education<br>- Work-based educational and training opportunities aligned with industry sectors that will enhance the employment prospects of low and moderate income individuals, and contribute to the stability and economic development of their communities.<br>- Integrated academic and technical learning that will best prepare students for both postsecondary education and careers in high-skill, high-wage, and high-growth sectors of the economy. |

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| <p>✓ Information Technology / Digital Media</p>  | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p>                    | <p>ITV Studios</p>                               | <p>As an industry partner, we believe in helping San Fernando High and the LACCD help in building a bridge to these impacted communities through advisement, help with curriculum development, potential internships, and other ways of building successful career pathways into productive jobs. We are strongly committed to the roll-out and implementation of this project by the beginning of the 2015-16 school year. Our plan is begin a series of regular meetings between our teachers who are involved in this project and community college staff to work on curriculum alignment, program development, and related issues. In addition to the time and effort that our teachers will put into this effort, we hired an additional Career Counselor (through a SIP grant) whose main focus is on the development and implementation of these CIE career pathways, expanded CTE and dual enrollment class offerings, and closer ties to our community college partners with the goal of creating a seamless transition between high school and college.</p> |
| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>Baxter BioScience</p>                         | <ul style="list-style-type: none"> <li>- Provide all students enrolled in a career pathway an opportunity to participate in some form of workplace learning, such as job shadowing, paid or unpaid internships, virtual and group experiences, and paid part-time and/or summer employment.</li> <li>- Provide workplace visits, speakers, and mentors for participating students and externships for teachers and community college faculty as appropriate.</li> <li>- Participate in statewide CCPT Network meetings, and to become members of a virtual learning community to share expertise and experiences on the development of career pathway programs, as well as pertinent resources, tools, and strategies.</li> <li>- Collect, and submit data to a data collection repository designated by the CDE.</li> </ul>  |
| <p>✓ Mfg. &amp; Product Development</p>          | <p>Machine Operators, Graphic Artists / Designers, Welding</p>   | <p>Lee's Enterprise, Aerospace Manufacturing</p> | <ul style="list-style-type: none"> <li>- Provide all students enrolled in a career pathway an opportunity to participate in some form of workplace learning, such as job shadowing, paid or unpaid internships, virtual and group experiences, and paid part-time and/or summer employment.</li> <li>- Provide workplace visits, speakers, and mentors for participating students and externships for teachers and community college faculty as appropriate.</li> <li>- Participate in statewide CCPT Network meetings, and to become members of a virtual learning community to share expertise and experiences on the development of career pathway programs, as well as pertinent resources, tools, and strategies.</li> <li>- Collect, and submit data to a data collection repository designated by the CDE.</li> </ul>  |

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| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>Transamerican Auto Parts Company</p> | <p>With this alliance, we project to match your efforts with the following items for the Career Pathways Project:</p> <ul style="list-style-type: none"> <li>- Up to 4 internships at our company, where we will train and mentor the interns.</li> <li>- Up to 2 managerial level employees will attend up to 4 quarterly curriculum and planning meetings.</li> <li>- Continued information and updates on current trends within the industry of off-road, aftermarket auto parts and their sales and installation.</li> <li>- We estimate this type of support to have a value of up to \$10400/year.</li> </ul>   |
| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>Southern California Edison</p>       | <p>Our company is committed to work-based learning opportunities that build a sequence of work experiences, including the following:</p> <p>We acknowledge our support for:</p> <ul style="list-style-type: none"> <li>- Internship experience</li> <li>- On-the-Job (OTJ) Training</li> <li>- Job Shadowing/exploratory experiences</li> <li>- Informational Interviews</li> <li>- Business and Industry Visits / Awareness Tours</li> </ul>   |
| <p>✓ Marketing, Sales &amp; Service</p> | <p>International Trade Specialists, Marketing Managers, Entrepreneurs</p> | <p>Xerox</p>                            | <p>Our company is committed to work-based learning opportunities that build a sequence of work experiences, including the following:</p> <p>We acknowledge our support for:</p> <ul style="list-style-type: none"> <li>- Internship experience (this will be dependent on the number of students in the program)</li> <li>- On-the-Job (OTJ) Training (same as above)</li> <li>- Job Shadowing/exploratory experiences (same as above)</li> <li>- Informational Interviews (we will interview every student in the program)</li> <li>- Business and Industry Visits / Awareness Tours (every student in the program will have the opportunity to tour our office and client offices)</li> </ul> |

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| <p>Information Technology / Digital Media Mfg. &amp; Product Development Health Science &amp; Marketing, Sales &amp; Service Business &amp; Finance</p> <p><input type="checkbox"/> All of the above</p>            | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>The City of Los Angeles</p>          | <p>The partnership described in this proposal will build on the current collaboration between the City of Los Angeles Economic and Workforce Development Department, the City of Los Angeles Workforce Investment Board, and the Los Angeles Unified School District. Together, with the support of state resources, we can continue to develop sector-based initiatives that respond to employer demand and create direct pipelines that connect people to quality jobs.</p>   |
| <p>Health Science &amp; Medical Technology</p> <p><input checked="" type="checkbox"/> All of the above</p>  | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p>  | <p>Pan-American MOA Foundation Inc.</p> | <p>We would like to offer the following actions to aide in the success of the project.</p> <ul style="list-style-type: none"> <li>- We will provide up to 3 managers from our team to attend curriculum and planning meetings to give input to develop a stronger project.</li> <li>- We will keep you abreast with current trends within our industry and continuously update the data.</li> <li>- We will provide up to 3 internships at our facility</li> </ul>  |
| <p>Information Technology / Digital Media Mfg. &amp; Product Development Health Science &amp; Marketing, Sales &amp; Service Business &amp; Finance</p> <p><input checked="" type="checkbox"/> All of the above</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>Los Angeles Chamber of Commerce</p>  | <ul style="list-style-type: none"> <li>- Provide business leadership to help define program goals and strategies;</li> <li>- Provide outreach and coordination of business and employer companies;</li> <li>- Work with targeted companies to identify needs, competencies and the desired attributes of its future workforce;</li> <li>- Provide staffing resources to assist with the direct facilitation of business-education partnerships in the identified pathways;</li> <li>- Work with Chamber member companies to host field trips at designated facilities and provide job shadowing opportunities, internships and employment opportunities;</li> <li>- Work with targeted companies to elicit internships and work based learning opportunities; working with designated staff to provide students with 100-150 work based learning opportunities per year;</li> <li>- Assist and engage employer partners with curriculum development and program design;</li> <li>- Support and provide professional training and development opportunities for faculty and staff; and</li> <li>- Help align current educational programming across systems (K12, Community College, WIA, and 4-year institutions) to develop clearly defined and articulated pathways;</li> </ul> |

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| <input checked="" type="checkbox"/> Marketing, Sales & Service<br><input checked="" type="checkbox"/> Business & Finance  | International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance & Banking   | Farmer's Insurance               | Our partnership will provide students with an opportunity to participate in workplace learning opportunities at Farmers, such as: workplace visits, entrepreneur boot camps, career speakers and mentoring, job shadowing, paid or credit-bearing internships, project-based enterprises and competitions, and paid part-time and/or summer employment. We will share essential job requirements and competencies with our partners in order to help adequately prepare students for employment aligned with career pathways in our company. We will also provide a dedicated Employer Liaison for the program who has the authority to coordinate work-based learning activities on our company's behalf. |
| <input checked="" type="checkbox"/> Marketing, Sales & Service<br><input checked="" type="checkbox"/> Health Science & Medical Technology<br><input checked="" type="checkbox"/> Information Technology / Digital Media | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters<br>International Trade Specialists, Marketing Managers,<br>Entrepreneurs, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician | SIGMANet                         | SIGMANet would like to support in East Los Angeles College (ELAC) in the LACC Career Pathways project. We regularly employ individuals drawn from the following career pathway(s) that will be support by this project:<br>ICT, Small Business Entrepreneurship, Digital Media and Health Info Tech (HIT)<br>We will be able to support this project as follow:<br>-Participating in Pathway/Program Advisory Meetings<br>- Curriculum input<br>- Technology / Resource needs<br>- Student Recruitment Assistance<br>- Allowing field trips to their facilities<br>- Being industry speakers for presentations to the students<br>- Willingness to participate in internships/externships/cooperative work |
| <input checked="" type="checkbox"/> Marketing, Sales & Service  | International Trade Specialists, Marketing Managers, Entrepreneurs   | Building Skills Partnership      | We are firmly committed to the roll-out and execution of this project by:<br>- Sharing industry trends information<br>- Collaborating on curriculum and program development<br>- Designating 1 staff members to attend up to 4 quarterly program meetings.   |
| <input checked="" type="checkbox"/> Marketing, Sales & Service  | International Trade Specialists, Marketing Managers, Entrepreneurs   | SEIU United Service Workers West | We are firmly committed to the roll-out and execution of this project by:<br>- Sharing industry trends information<br>- Collaborating on curriculum and program development<br>- Designating 1 staff members to attend up to 4 quarterly program   |

Our commitment of support is largely predicated on recognizing that many students of the LAUSC and LACCD live within a community where youngsters are often adversely impacted and influenced by the distractions of a socio-economically depressed environment and we believe this to be an opportunity to that will better enable them to flourish both academically and in developing a career pathway.

San Fernando High School is further committed to the project because it provides an opportunity to develop a stronger partnership with our local community college. We are excited about the possibility of developing and expanding this relationship to provide our students with direct career pathways to CTE certificates and decent-paying jobs. This project will help develop a better skilled workforce equipped with the tools they need to succeed in our rapidly-changing economy. We are very interested developing these career pathways with direct links to certificates and AA degrees at the community college level. This will help provide our students with a more relevant education where they can more clearly see and understand the connection between their high school academic classes and community college classes that lead to CTE certificates and decent-paying job.

As an industry partner, we believe in helping San Fernando High and the LACCD help in building a bridge to these impacted communities through advisement, help with curriculum development, potential internships, and other ways of building successful career pathways into productive jobs. We are strongly committed to the roll-out and implementation of this project by the beginning of the 2015-16 school year. Our plan is begin a series of regular meetings between our teachers who are involved in this project and community college staff to work on curriculum alignment, program development, and related issues. In addition to the time and effort that our teachers will put into this effort, we hired an additional Career Counselor (through a SIP grant) whose main focus is on the development and implementation of these CIE career pathways, expanded CTE and dual enrollment class offerings, and closer ties to our community college partners with the goal of creating a seamless transition between high school and college.

✓ Marketing, Sales & Service

International Trade Specialists, Marketing Managers, Entrepreneurs

Executive Temps

**Form E-CC: California Career Pathways Trust  
Partner Roles, Responsibility, and Resource Chart  
Community College**

List each partner and describe the partner's roles and responsibilities for each proposed career pathway in your grant application. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support that they will provide for each proposed career pathway. Please do not use abbreviations or combine pathways or colleges. Each entry should have one CDE Industry Sector, one Pathway Name, one Community College District, one College Name, and the District and College code for the district and college listed. For online submission purposes, upload each page individually.

| CDE Industry Sector Name  | Pathway Name  | College District Name                          | College Name | District/ College Code | Roles, Responsibilities, and Support   |
|---|---|--|--------------|------------------------|--|
| Information Technology /<br><input type="checkbox"/> Digital Media<br><input type="checkbox"/> Mfg. & Product Development<br><input type="checkbox"/> Health Science & Medical Technology<br><input type="checkbox"/> Marketing, Sales & Service<br><input type="checkbox"/> Business & Finance<br><input checked="" type="checkbox"/> All of the above<br>(Note: The item(s) above and below are from the California Department of Education ( <a href="http://pubs.cde.ca.gov/CTE/is/">http://pubs.cde.ca.gov/CTE/is/</a> ). Bio-Tech falls under Health Science and Global Trade & Logistics fall under Marketing, Sales & Service)) | Computer Security Specialist,<br>Computer Operators,<br>Multimedia<br>Producers, Webmasters,<br>Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician,<br>International Trade Specialists,<br>Marketing Managers,<br>Entrepreneurs, Business Management, Finance & Banking | Los Angeles Community College District (LACCD) |              | 740                    | As a supportive entity, the district will support the project as follows:<br>- The City of LA Green Business Certification program funds (value of support= \$100,000),<br>- Employment Training Panel Program funds (value of support = \$200,000)<br>- Carl D. Perkins Act program funds (value of support= \$200,000).<br>- SB1070 Career Technical Education Pathways Program (value of support = \$20,000)<br>These matching funds will provide staff time to attend project meetings, staff time to research and develop industry-related curriculum, staff time to gather industry trends information, and allow use of equipment and classroom space for educational purposes. |

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|---|--|---|-------------------------------------|------------------|---|
| <p>✓ Information Technology / Digital Media<br/>Business &amp; Finance</p>                  | <p>Computer Security Specialist,<br/>Computer Operators,<br/>Multimedia<br/>Producers, Webmasters,<br/>Business Management,<br/>Finance &amp; Banking</p>  | <p>Los Angeles<br/>Community<br/>College District<br/>(LACCD)</p> | <p>East Los Angeles<br/>College</p> | <p>740 / 748</p> | <p>Participate in regional meetings<br/>Assist in identifying and coordinating college-based learning activities (credit-based courses and dual-enrollment) that align with the Career Pathways model<br/>Identify administrators/faculty to participate in curriculum development with local high schools<br/>Designate staff for articulation agreement development<br/>Work with local high schools to identify student cohorts and align educational activities<br/>Work with the district and regional high schools to negotiate and arrive at the most effective process for deploying the Career Pathways model<br/>Help identify leveraged resources that can expand/enhance student learning<br/>Reach out to local businesses that correlate to the project's industry themes</p> |
| <p>✓ Information Technology / Digital Media<br/>Health Science &amp; Medical Technology</p> | <p>Computer Security Specialist,<br/>Computer Operators,<br/>Multimedia<br/>Producers, Webmasters,<br/>Medical Coder, Health Service<br/>Administrator, Medical<br/>Assistant, Dental Hygienist,<br/>Pharmacy Technician</p> | <p>Los Angeles<br/>Community<br/>College District<br/>(LACCD)</p> | <p>West Los Angeles<br/>College</p> | <p>740 / 749</p> | <p>Participate in regional meetings and assist in identifying and coordinating college-based learning activities (credit-based courses and dual-enrollment) that align with the Career Pathways model<br/>Identify administrators/faculty to participate in curriculum development with local high schools and designate staff for articulation agreement development<br/>Work with local high schools to identify student cohorts and align educational activities<br/>Work with the district and regional high schools to negotiate and arrive at the most effective process for deploying the Career Pathways model<br/>Help identify leveraged resources that can expand/enhance student learning<br/>Reach out to local businesses that correlate to the project's industry themes</p> |

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|---------------------------------|---|---|---------------------------------------|------------------|---|
| <p>✓ Business &amp; Finance</p> | <p>Business Management,<br/>Finance &amp; Banking</p> | <p>Los Angeles<br/>Community<br/>College District<br/>(LACCD)</p> | <p>Los Angeles City<br/>College</p>   | <p>740 / 741</p> | <p>Participate in regional meetings<br/>Assist in identifying and coordinating college-based learning activities (credit-based courses and dual-enrollment) that align with the Career Pathways model<br/>Identify administrators/faculty to participate in curriculum development with local high schools<br/>Designate staff for articulation agreement development<br/>Work with local high schools to identify student cohorts and align educational activities<br/>Work with the district and regional high schools to negotiate and arrive at the most effective process for deploying the Career Pathways model<br/>Help identify leveraged resources that can expand/enhance student learning<br/>Reach out to local businesses that correlate to the project's industry themes</p> |
| <p>✓ Business &amp; Finance</p> | <p>Business Management,<br/>Finance &amp; Banking</p> | <p>Los Angeles<br/>Community<br/>College District<br/>(LACCD)</p> | <p>Los Angeles<br/>Harbor College</p> | <p>740 / 742</p> | <p>- Designate college staff to attend regional meetings<br/>- Work with targeted high school(s) to align education courses<br/>- Identify administrators/faculty to participate in curriculum development activities with high schools<br/>- Work with local high schools to identify and recruit student cohorts<br/>- Reach out and work with local businesses to share information on the Career Pathways model</p>   |

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|---|--|---|-----------------------------------|------------------|--|
| <p>✓ Mfg. &amp; Product Development</p>   | <p>Machine Operators, Graphic Artists / Designers, Welding</p>   | <p>Los Angeles Community College District (LACCD)</p> | <p>Los Angeles Valley College</p> | <p>740 / 747</p> | <p>Participate in regional meetings<br/>         Assist in identifying and coordinating college-based learning activities (credit-based courses and dual-enrollment) that align with the Career Pathways model<br/>         Identify administrators/faculty to participate in curriculum development with local high schools<br/>         Designate staff for articulation agreement development<br/>         Work with local high schools to identify student cohorts and align educational activities<br/>         Work with the district and regional high schools to negotiate and arrive at the most effective process for deploying the Career Pathways model<br/>         Help identify leveraged resources that can expand/enhance student learning<br/>         Reach out to local businesses that correlate to the project's industry themes</p> |
| <p>✓ Information Technology / Digital Media<br/>         ✓ Mfg. &amp; Product Development<br/>         ✓ Business &amp; Finance</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Business Management, Finance &amp; Banking</p> | <p>Los Angeles Community College District (LACCD)</p> | <p>Pierce College</p>             | <p>740 / 744</p> | <p>- Designate college staff to attend regional meetings<br/>         - Work with targeted high school(s) to align education courses<br/>         - Identify administrators/faculty to participate in curriculum development activities with high schools<br/>         - Work with local high schools to identify and recruit student cohorts<br/>         - Reach out and work with local businesses to share information on the Career Pathways model</p>  |

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|--|---|---|--|------------------|---|
| <ul style="list-style-type: none"> <li>✓ Information Technology / Digital Media</li> <li>✓ Marketing, Sales &amp; Service</li> <li>✓ Business &amp; Finance</li> </ul> | <p>Computer Security Specialist,<br/>Computer Operators,<br/>Multimedia Producers,<br/>Webmasters, International<br/>Trade Specialists, Marketing<br/>Managers, Entrepreneurs,<br/>Business Management,<br/>Finance &amp; Banking</p> | <p>Los Angeles<br/>Community<br/>College District<br/>(LACCD)</p> | <p>Los Angeles<br/>Southwest College</p> | <p>740 / 745</p> | <p>Participate in regional meetings<br/>Assist in identifying and coordinating college-based learning activities (credit-based courses and dual-enrollment) that align with the Career Pathways model<br/>Identify administrators/faculty to participate in curriculum development with local high schools<br/>Designate staff for articulation agreement development<br/>Work with local high schools to identify student cohorts and align educational activities<br/>Work with the district and regional high schools to negotiate and arrive at the most effective process for deploying the Career Pathways model<br/>Help identify leveraged resources that can expand/enhance student learning<br/>Reach out to local businesses that correlate to the project's industry themes</p> |
| <ul style="list-style-type: none"> <li>✓ Information Technology / Digital Media</li> <li>✓ Health Science &amp; Medical Technology</li> </ul>                          | <p>Computer Security Specialist,<br/>Computer Operators,<br/>Multimedia Producers,<br/>Webmasters, Medical Coder,<br/>Health Service Administrator,<br/>Medical Assistant, Dental<br/>Hygienist, Pharmacy<br/>Technician</p>          | <p>Los Angeles<br/>Community<br/>College District<br/>(LACCD)</p> | <p>Los Angeles<br/>Mission College</p>   | <p>740 / 743</p> | <p>Participate in regional meetings<br/>Assist in identifying and coordinating college-based learning activities (credit-based courses and dual-enrollment) that align with the Career Pathways model<br/>Identify administrators/faculty to participate in curriculum development with local high schools<br/>Designate staff for articulation agreement development<br/>Work with local high schools to identify student cohorts and align educational activities<br/>Work with the district and regional high schools to negotiate and arrive at the most effective process for deploying the Career Pathways model<br/>Help identify leveraged resources that can expand/enhance student learning<br/>Reach out to local businesses that correlate to the project's industry themes</p> |

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| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>Los Angeles Community College District (LACCD)</p> | <p>Los Angeles Trade-Technical College</p>         | <p>740 / 746</p> | <p>Participate in regional meetings<br/>         Assist in identifying and coordinating college-based learning activities (credit-based courses and dual-enrollment) that align with the Career Pathways model<br/>         Identify administrators/faculty to participate in curriculum development with local high schools<br/>         Designate staff for articulation agreement development<br/>         Work with local high schools to identify student cohorts and align educational activities<br/>         Work with the district and regional high schools to negotiate and arrive at the most effective process for deploying the Career Pathways model<br/>         Help identify leveraged resources that can expand/enhance student learning<br/>         Reach out to local businesses that correlate to the project's industry themes</p> |
| <p>✓ Health Science &amp; Medical Technology</p> | <p>Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>Los Angeles Community College District (LACCD)</p> | <p>Los Angeles Trade-Technical College - LAH3C</p> | <p>740 / 746</p> | <p>LATTC is committed to working closely with District's EWD office in order to ensure both projects complement each other and we are able to develop industry-relevant career pathways that assure better development of skills by high school and college students in the Health Sciences. LA H3C will designate a staff member to attend regional meetings to ensure both projects are working together to complete proposed grant deliverables.</p>  |

**Form E-LEA: California Career Pathways Trust  
Partner Roles, Responsibility, and Resource Chart  
Local Education Agency**

List each partner and describe the partner's roles and responsibilities for each proposed career pathway in your grant application. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support that they will provide for each proposed career pathway. Please do not use abbreviations or combine school districts or individual schools. Each entry should have one CDE Industry Sector, one Pathway Name, one School District Name, one School Name, and the County-District-School (CDS) Code for the school listed. For online submission purposes, upload each page individually.

| CDE Industry Sector Name  | Pathway Name  | School District Name                               | School Name | CDS Code                    | Roles, Responsibilities, and Support  |
|---|---|--|-------------|-----------------------------|---|
| <p>Information Technology / Digital Media<br/>                     ✓ Finance &amp; Business<br/>                     (Note: The item(s) above and below are from the California Department of Education (<a href="http://pubs.cde.ca.gov/CTE/is/">http://pubs.cde.ca.gov/CTE/is/</a>). Bio-Tech falls under Health Science and Global Trade &amp; Logistics fall under Marketing, Sales &amp; Service))</p> | <p>Business Management, Finance &amp; Banking, Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p> | <p>Los Angeles Unified School District (LAUSD)</p> |             | <p>19 74435<br/>1995083</p> | <ul style="list-style-type: none"> <li>- Participate in regional meetings</li> <li>- Communicate with businesses to broaden awareness on industry trends</li> <li>- Collaborate with project partners such as WIBs, community-based organizations, and business leaders</li> <li>- Explore ways to coordinate regional development efforts</li> <li>- Participate in articulation agreement development efforts</li> <li>- Assist in identifying leveraged resources that can expand and enhance the provision of Career Pathway services and the high school Linked Learning model</li> <li>- Assist in deploying the Linked Learning model through select high schools</li> <li>- Participate in curriculum development and alignment with career and college readiness</li> <li>- Help identify students for Linked Learning pathways and Career Pathways as well as other internship opportunities</li> <li>- Designate staff and help connect colleges with high school leaders</li> </ul> |

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| <p> <input type="checkbox"/> Information Technology / Digital Media<br/> <input type="checkbox"/> Mfg. &amp; Product Development<br/> <input type="checkbox"/> Health Science &amp; Medical Technology<br/> <input type="checkbox"/> Marketing, Sales &amp; Service<br/> <input type="checkbox"/> Business &amp; Finance<br/> <input checked="" type="checkbox"/> All of the above </p> | <p> Computer Security<br/> Specialist, Computer<br/> Operators, Multimedia<br/> Producers, Webmasters,<br/> Machine Operators,<br/> Graphic Artists /<br/> Designers, Welding,<br/> Medical Coder, Health<br/> Service Administrator,<br/> Medical Assistant,<br/> Dental Hygienist,<br/> Pharmacy Technician,<br/> International Trade<br/> Specialists, Marketing<br/> Managers,<br/> Entrepreneurs,<br/> Business Management,<br/> Finance &amp; Banking </p> | <p> Burbank<br/> Unified School<br/> District/Adult<br/> School </p> | <p> 19 64337<br/> 1931187 </p> | <p> - Share Information regarding Industry &amp; Hiring Trends<br/> - Attend Program Meetings<br/> - Provide Internship Opportunities (where applicable) </p>   |
| <p> <input type="checkbox"/> Information Technology / Digital Media<br/> <input type="checkbox"/> Mfg. &amp; Product Development<br/> <input type="checkbox"/> Health Science &amp; Medical Technology<br/> <input type="checkbox"/> Marketing, Sales &amp; Service<br/> <input type="checkbox"/> Business &amp; Finance<br/> <input checked="" type="checkbox"/> All of the above </p> | <p> Computer Security<br/> Specialist, Computer<br/> Operators, Multimedia<br/> Producers, Webmasters,<br/> Machine Operators,<br/> Graphic Artists /<br/> Designers, Welding,<br/> Medical Coder, Health<br/> Service Administrator,<br/> Medical Assistant,<br/> Dental Hygienist,<br/> Pharmacy Technician<br/> International Trade<br/> Specialists, Marketing<br/> Managers,<br/> Entrepreneurs,<br/> Business Management,<br/> Finance &amp; Banking </p>  | <p> Culver City<br/> Unified School<br/> District </p>               | <p> 19 64444<br/> 0000000 </p> | <p> - Participate in regional meetings<br/> - Participate in curriculum develop activities that align with the project's industry sectors<br/> - Assist in identifying high school students for the Career Pathways and internships<br/> - Participate in articulation agreement development efforts </p> |

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| <ul style="list-style-type: none"> <li>✓ Mfg. &amp; Product Development</li> <li>✓ Health Science &amp; Medical Technology</li> </ul> | <p>Machine Operators,<br/>Graphic Artists /<br/>Designers, Welding,<br/>Medical Coder, Health<br/>Service Administrator,<br/>Medical Assistant,<br/>Dental Hygienist,<br/>Pharmacy Technician</p> | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>James Monroe<br/>High School</p>              | <p>19 64733 865</p>         | <p>- We are willing to support the implementation of a career pathway in Advanced Manufacturing. Resources will be dedicated to recruiting students for this pathway and ensuring their continued success in terms of retention and participation. As a part of our activities, we will be working with employers to ensure that our curriculum is in alignment with industry standards. Students will be recruited to participate in workplace learning activities including internships and job shadowing. They will also have the opportunity of participating in employment readiness workshops that focuses on career readiness skills that are required for the workplace. Finally, faculty and staff will participate in professional development activities.</p> |
| <ul style="list-style-type: none"> <li>✓ Information Technology / Digital Media</li> <li>✓ Business &amp; Finance</li> </ul>          | <p>Computer Security<br/>Specialist, Computer<br/>Operators, Multimedia<br/>Producers, Webmasters,<br/>Business Management,<br/>Finance &amp; Banking</p>   | <p>Montebello<br/>Unified School<br/>District<br/>(MUSD)</p>   | <p>Montebello High<br/>School</p>                | <p>19 64808 998</p>         | <p>Montebello High School welcomes the opportunity to partner with East Los Angeles College (ELAC) in the LACCD Career Pathways project. We are interested in the IT/Digital Media &amp; Small Business Entrepreneurship career pathways.</p>  |
| <ul style="list-style-type: none"> <li>✓ Mfg. &amp; Product Development</li> </ul>  | <p>Machine Operators,<br/>Graphic Artists /<br/>Designers, Welding,</p>   | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>Granada Hills<br/>Charter High<br/>School</p> | <p>19 64733 746</p>         | <ul style="list-style-type: none"> <li>- Identify student cohorts eligible for targeted career pathways; encourage dual enrollment in Pierce College classes</li> <li>- Work with Pierce faculty/staff to work on an early admission program for aligned postsecondary career programs</li> <li>- Assist Pierce College in collecting and analyzing student data</li> <li>- Invite Pierce College faculty to make career presentations</li> </ul>  |
| <ul style="list-style-type: none"> <li>✓ Information Technology / Digital Media</li> <li>✓ Business &amp; Finance</li> </ul>          | <p>Computer Security<br/>Specialist, Computer<br/>Operators, Multimedia<br/>Producers, Webmasters,<br/>Business Management,<br/>Finance &amp; Banking</p>   | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>Chatsworth<br/>Charter High<br/>School</p>    | <p>19 64733<br/>1931708</p> | <ul style="list-style-type: none"> <li>- Participate in up to 4 (quarterly) regional planning meetings for the project.</li> <li>- This level of participation has a value of \$20,000 because of our expected attendance in regional events and meetings.</li> <li>- We are willing to enroll students into internship opportunities, and help ensure the success of the project's leadership component by offering guidance and mentoring support.</li> </ul>  |

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| <input checked="" type="checkbox"/> Information Technology / Digital Media<br><input checked="" type="checkbox"/> Business & Finance   | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Business Management, Finance & Banking   | Los Angeles Unified School District (LAUSD) | Cesar Chavez Learning Academies: Academy for Scientific Exploration | - Provide articulated pathways to Los Angeles Mission College in STEM/Health Sciences aligned with regional economies<br><br>19 64733<br>0124396   |
| <input type="checkbox"/> Information Technology / Digital Media<br><input type="checkbox"/> Mfg. & Product Development<br><input type="checkbox"/> Health Science & Medical Technology<br><input type="checkbox"/> Marketing, Sales & Service<br><input type="checkbox"/> Business & Finance<br><input checked="" type="checkbox"/> All of the above | Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance & Banking | Los Angeles Unified School District (LAUSD) | Woodrow Wilson High School  | - Allow up to 12 internships to be located at our facilities<br>- Designate manager-level representatives to attend up to 4 quarterly regional planning and curriculum development meetings. This level of participation in meetings has a value of \$18,000 because of the expected attendance in regional events and meetings.<br>- Share information on the trends happening in our industry. |

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Information Technology / Digital Media</li> <li><input type="checkbox"/> Mfg. &amp; Product Development</li> <li><input type="checkbox"/> Health Science &amp; Medical Technology</li> <li><input type="checkbox"/> Marketing, Sales &amp; Service</li> <li><input type="checkbox"/> Business &amp; Finance</li> <li><input checked="" type="checkbox"/> All of the above</li> </ul> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician, International Trade Specialists, Marketing Managers, Entrepreneurs, Business Management, Finance &amp; Banking</p> | <p>Los Angeles Unified School District (LAUSD)</p> | <p>Benjamin Franklin High School</p> | <p>19 64733 1933 043</p> | <p>This project will serve as a pipeline to connect our students to college and career opportunities.<br/>         - To collaborate with industry and our Academy to develop job-based training curriculum which benefits our students and provides our partners with committed and skilled workers.</p> |
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Information Technology / Digital Media</li> <li><input checked="" type="checkbox"/> Business &amp; Finance</li> </ul>   | <p>Business Management, Finance &amp; Banking, Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p>   | <p>Los Angeles Unified School District (LAUSD)</p> | <p>James A. Garfield High School</p> | <p>19 64733 381</p>      | <p>James A. Garfield High School welcomes the opportunity to partner with East Los Angeles College (ELAC) in the LACCD Career Pathways project. We are interested in the IT/Digital Media and Small Business Entrepreneurship career pathways.</p>   |
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Information Technology / Digital Media</li> <li><input checked="" type="checkbox"/> Business &amp; Finance</li> </ul>   | <p>Business Management, Finance &amp; Banking, Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p>   | <p>SiaTech</p>                                     | <p>SiaTech</p>                       | <p>37 68452 0106120</p>  | <p>SIA Tech Charter High School welcomes the opportunity to partner with East Los Angeles College (ELAC) in the LACCD Career Pathways project. We are interested in the IT/Digital Media career pathways.</p>  |

|                                 |   |  |                                  |                     |   |
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| <p>✓ Business &amp; Finance</p> | <p>Business Management,<br/>Finance &amp; Banking</p> | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>San Pedro High<br/>School</p> | <p>19 64733 838</p> | <p>- Ensuring that Academy students are taught the content aligned with the California Career Technical Education Model Curriculum Standards and Doing What Works;<br/>- Providing Academy students with school- and work-based learning experiences that enhance their understanding of all aspects of the Global Business/Logistics industry sector;<br/>- Encouraging student to enroll in rigorous and challenging high school and AP courses;<br/>- Creating comprehensive professional development opportunities for teachers, administrators, and staff;<br/>- Including a representative segment of our high schools' parents, students, administrators, career guidance and academic counselors, business partners, university and community college representatives on the site-based CTE Advisory Committees;<br/>- Participating in the evaluation and continuously improving the quality of the program;<br/>- Encouraging all individuals, including members of special populations, to participate in the Global Business/Logistics programs of study and related activities;<br/>- Offering career guidance and academic counseling to participating students, and their families</p> |
|---------------------------------|---|--|----------------------------------|---------------------|---|



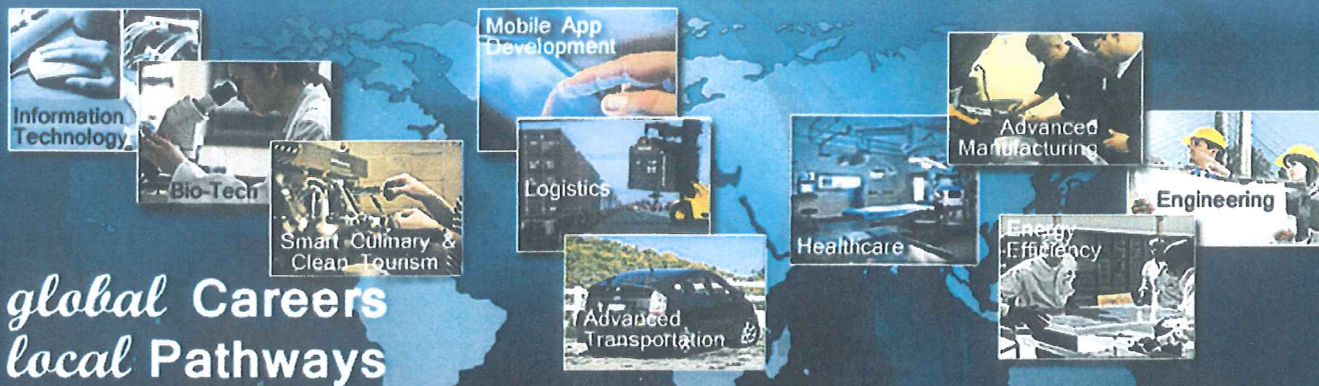
|   |   |  |                                 |                     |   |
|---|---|--|---------------------------------|---------------------|---|
| <p>✓ Business &amp; Finance</p>                     | <p>Business Management,<br/>Finance &amp; Banking</p>   | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>Narbonne High<br/>School</p> | <p>19 64733 160</p> | <p>- Ensuring that Academy students are taught the content aligned with the California Career Technical Education Model Curriculum Standards and Doing What Works;<br/>- Providing Academy students with school- and work-based learning experiences that enhance their understanding of all aspects of the Global Business/Logistics industry sector;<br/>- Encouraging student to enroll in rigorous and challenging high school and AP courses;<br/>- Creating comprehensive professional development opportunities for teachers, administrators, and staff;<br/>- Including a representative segment of our high schools' parents, students, administrators, career guidance and academic counselors, business partners, university and community college representatives on the site-based CTE Advisory Committees;<br/>- Participating in the evaluation and continuously improving the quality of the program;<br/>- Encouraging all individuals, including members of special populations, to participate in the Global Business/Logistics programs of study and related activities;<br/>- Offering career guidance and academic counseling to participating students, and their families</p> |
| <p>✓ Information Technology /<br/>Digital Media</p> | <p>Computer Security<br/>Specialist, Computer<br/>Operators, Multimedia<br/>Producers, Webmasters</p> | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>Reseda High<br/>School</p>   | <p>19 64733 226</p> | <p>To assist LACCD with the development of the rollout of its project, the Reseda High School agrees to provide the following support for the duration of the project: participate in up to 4 (quarterly) regional planning meetings for the project. This level of participation in meetings has a value of \$3,500 because of our expected attendance in regional events and meetings. We are willing to enroll students into internship opportunities, and help ensure the success of the project's leadership component by offering guidance and mentoring support.</p>   |

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| <p>✓ Business &amp; Finance</p>                 | <p>Business Management, Finance &amp; Banking</p>   | <p>Los Angeles Unified School District (LAUSD)</p> | <p>Canoga Park High School</p>     | <p>19 64733 476</p> | <p>To assist LACCD with the development of the rollout of its project, the Canoga Park High School agrees to provide the following support for the duration of the project: participate in up to 4 (quarterly) regional planning meetings for the project. This level of participation in meetings has a value of \$4,500 because of our expected attendance in regional events and meetings. We are willing to enroll students into internship opportunities, and help ensure the success of the project's leadership component by offering guidance and mentoring support.</p>  |
| <p>✓ Business &amp; Finance</p>                 | <p>Business Management, Finance &amp; Banking</p>   | <p>Los Angeles Unified School District (LAUSD)</p> | <p>Washington Prep High School</p> | <p>19 64733 305</p> | <p>- Students participating in career pathways programs to become more fully prepared for career and college<br/> - Collaborative networks to build innovative and quality (high-skill, high-wage, and high-growth) career pathways programs that lead to employment or postsecondary education<br/> - Work-based educational and training opportunities aligned with industry sectors that will enhance the employment prospects of low and moderate income individuals, and contribute to the stability and economic development of their communities<br/> - Integrated academic and technical learning that will best prepare students for both postsecondary education and careers in high-skill, high-wage, and high-growth sectors of the economy</p> |
| <p>✓ Information Technology / Digital Media</p> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters</p> | <p>Middle College National Consortium (MCNC)</p>   | <p>Middle College High School</p>  | <p>19 64733 455</p> | <p>- Students participating in career pathways programs to become more fully prepared for career and college<br/> - Collaborative networks to build innovative and quality (high-skill, high-wage, and high-growth) career pathways programs that lead to employment or postsecondary education<br/> - Work-based educational and training opportunities aligned with industry sectors that will enhance the employment prospects of low and moderate income individuals, and contribute to the stability and economic development of their communities<br/> - Integrated academic and technical learning that will best prepare students for both postsecondary education and careers in high-skill, high-wage, and high-growth sectors of the economy</p> |

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|---|--|--|---------------------------------|---------------------|--|
| <ul style="list-style-type: none"> <li>✓ Information Technology / Digital Media</li> <li>✓ Mfg. &amp; Product Development</li> </ul>          | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding</p>   | <p>Culver City Unified School District</p>         | <p>Culver City High School</p>  | <p>19 64444 201</p> | <p>CCHS will work closely with West's project personnel to coordinate curriculum, design project-based learning opportunities for students, welcome industry professionals as guest speakers in classrooms, assist in arranging field trips for students to industry locations, work to host college workshops and courses for high school students to augment their work in our classes, and our facility will participate in professional development activities related to this project with faculty from West. CCHS is committed to enhancing our already strong working relationship with West so that this project is continued after the funding period ends.</p>   |
| <ul style="list-style-type: none"> <li>✓ Information Technology / Digital Media</li> <li>✓ Mfg. &amp; Product Development</li> </ul>          | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Machine Operators, Graphic Artists / Designers, Welding</p>   | <p>Los Angeles Unified School District (LAUSD)</p> | <p>University High School</p>   | <p>19 64733 885</p> | <p>University will work closely with West's project personnel to coordinate curriculum, design project-based learning opportunities for students, welcome industry professionals as guest speakers in classrooms, assist in arranging field trips for students to industry locations, work to host college workshops and courses for high school students to augment their work in our classes, and our facility will participate in professional development activities related to this project with faculty from West. University High School is committed to enhancing our already strong working relationship with West so that this project is continued after the funding period ends.</p>   |
| <ul style="list-style-type: none"> <li>✓ Information Technology / Digital Media</li> <li>✓ Health Science &amp; Medical Technology</li> </ul> | <p>Computer Security Specialist, Computer Operators, Multimedia Producers, Webmasters, Medical Coder, Health Service Administrator, Medical Assistant, Dental Hygienist, Pharmacy Technician</p> | <p>Los Angeles Unified School District (LAUSD)</p> | <p>San Fernando High School</p> | <p>19 64733 622</p> | <p>We are strongly committed to the roll-out and implementation of this project by the beginning of the 2015-16 school year. Our plan is begin a series of regular meetings between our teachers who are involved in this project and community college staff to work on curriculum alignment, program development, and related issues. In addition to the time and effort that our teachers will put into this effort, we hired an additional Career Counselor (through a SIP grant) whose main focus is on the development and implementation of these CTE career pathways, expanded CTE and dual enrollment class offerings, and closer ties to our community college partners with the goal of creating a seamless transition between high school and college.</p> |

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|--|--|--|---|-----------------------------|---|
| <p>✓ Mfg. &amp; Product Development</p>              | <p>Machine Operators,<br/>Graphic Artists /<br/>Designers, Welding</p>   | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>Van Nuys High<br/>School</p>   | <p>19 64733 968</p>         | <p>We are willing to support the implementation of a career pathway in Advanced Manufacturing. Resources will be dedicated to recruiting students for this pathway and ensuring their continued success in terms of retention and participation. As a part of our activities, we will be working with employers to ensure that our curriculum is in alignment with industry standards. We currently meet with industry on a monthly basis. Students will be recruited to participate in workplace learning activities including internships and job shadowing. We currently have about fifteen students/year doing this and would like to expand the program. They will also have the opportunity of participating in employment readiness workshops that focuses on career readiness skills that are required for the workplace. Finally, faculty and staff will participate in professional development activities at the high school, the college and the workplace.</p> |
| <p>✓ Health Science &amp; Medical<br/>Technology</p> | <p>Medical Coder, Health<br/>Service Administrator,<br/>Medical Assistant,<br/>Dental Hygienist,<br/>Pharmacy Technician</p> | <p>Los Angeles<br/>Unified School<br/>District<br/>(LAUSD)</p> | <p>Academy of<br/>Medical Arts @<br/>Carson High<br/>School /<br/>Cal- HOSA</p> | <p>19 64733<br/>1931526</p> | <p>As part of our joint effort, we agree to offer the following: building and reinforcing the health science and medicine pipeline, offering leadership training and opportunities for leadership experience for Grades 7-14, and provide data on the trends happening in our organization to better serve the needs of students.</p>   |

# LA Regional Career Pathways Project



global Careers  
local Pathways

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## Partners

### Colleges:

East Los Angeles College, Los Angeles City College,  
Los Angeles Harbor College, Los Angeles Mission College,  
Los Angeles Pierce College, Los Angeles Southwest College,  
Los Angeles Trade-Technical College, Los Angeles Valley College,  
West Los Angeles College

### Local Government:

Mayor Eric Garcetti, City of Los Angeles  
Supervisor Mark Ridley-Thomas, County of Los Angeles-Second District

### School Districts:

Los Angeles Unified School District, Culver City Unified School District,  
Burbank Unified School District/Adult School, Montebello Unified School District

### Employers:

Northrop Grumman, Griffols Corporation, Metropolitan Transportation Authority (MTA),  
Sugar House Productions, Gibson Overseas, Certified Aviation Services (LAX),  
backCODE, LLC, Prompt Machine Products Aerospace Mfg.,  
Anmar Precision Components Aerospace Mfg. North Hollywood,  
Brocade, Dynamic Automation, 3DCAM, Caprica Internet Service, Archway Systems, Inc.,  
Industrial Metal Supply Co., National Tooling & Machining Association (NTMA) San Fernando Chapter,  
Southern California Marine Institute (part of the AltaSea Initiative), NIC Partners,  
RM Automotive, SnugTop, Locali, OK International, St. Vincent de Paul,  
Athens Services, West Angeles Community Development Company, JB Office,  
Crown Plaza, Creative Future, American Apparel, White Memorial Medical Center,  
Spectrolab, Community Hospital of Huntington Park, Juice Served Here,  
GMC Realty Advisors, Possible Inc., Greylin, Mane-Aquila Consulting, ProSource Facility Supply,  
Dynamic Automation, International Secret Agents, Bright Educational Software,  
Nippon Express, Frazee Law Group, MC Family Dental, Hourglass Lilly,  
SK Plastic Surgery, UCLA Medical Center, CareMore, Kaiser Permanente,  
FormLA, Hitco, Strategic Acquisitions, Kids Smile Dental, GKN Aerospace,  
JMC2, San Gabriel Valley Medical Center, Photogramy, Codebusters,  
Caban Resources, Beacon Management Group, ITV Studios, Baxter BioScience,  
Lee's Enterprise, Aerospace Manufacturing, Transamerican Auto Parts Company,  
Southern California Edison, Xerox, Pan-American MOA Foundation Inc., Farmer's Insurance,  
SIGMANet, Building Skills Partnership, Executive Temps, CALTRANS

### Other Value-Added Partners:

Rand Corporation, SEIU United Service Workers West, LA n Sync, FilmLA,  
BizFed, US Green Building Council (LA Chapter), Cal State University Los Angeles,  
Cal State University Long Beach, Cal State University, Northridge, USC Ed Network,  
Loyola Marymount University, City of Los Angeles Workforce Investment Board,  
Los Angeles Chamber of Commerce, International Trade Education Programs, Inc., Ports America,  
The Port of Los Angeles, Verdugo Workforce Investment Board, Rotary District 5280,  
Norris Dorsey Academy of Entrepreneurs, Los Angeles World Airport, Lion's Club of Northridge,  
Goodwill Industries, Los Angeles Economic Development Corporation,  
Southern California Association of Governments, California Conservation Corps - Los Angeles Satellite,  
Los Angeles County Workforce Investment Board / Community & Senior Services,  
Montebello High School, Granada Hills Charter High School, Chatsworth Charter High School,  
Cesar Chavez Learning Academies: Academy for Scientific Exploration,  
Woodrow Wilson High School, Benjamin Franklin High School, James A. Garfield High School,  
SiaTech Charter High School, San Pedro High School, Narbonne High School,  
Reseda High School, Canoga Park High School, Washington Prep High School,  
Middle College High School, Culver City High School, University High School  
San Fernando High School, Van Nuys High School, James Monroe High School,  
Academy of Medical Arts @ Carson High School / Cal- HOSA, Tierra del Sol