

The chart below provides information on the documentation that should be submitted to the Department when applying for approval of the first eligible career pathways program (ECP). If the institution has other ECPS, you must provide a list of all programs and certify that they meet the regulatory requirements (34 CFR 668.157(b)(2)).

Please name each document pdf separately, using the acronym “CP” (for Career Pathways) and the numbers identified in the chart as a prefix for the document identification, in accordance with the following examples:

**CP.02 – Adult education and literacy activities**

**CP.03 – Workforce preparation activities**

Documentation Needed for Eligible Career Pathway Program (ECP) <sup>1</sup> and Non-Exhaustive Acceptable Documentation Examples	
01.	Provide the state application for the ECP, if required.
02.	<p>34 CFR 668.157(a)(1)(ii)            Adult education and literacy activities under the Workforce Innovation and Opportunity Act as described in 34 CFR 463.30 that assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training.</p> <p>1. Document that the program offers at least one of the activities listed in paragraphs (a) or (h) of 34 CFR 463.30 and provide a description of how it offers the activity. (Two pages or less); or            2. Provide a funded application from the most recent competitive WIOA Title II Competition.</p>
03.	<p>34 CFR 668.157(a)(1)(ii)            Workforce preparation activities as described in 34 CFR 463.34.</p> <p>Document how the CPP will help a participant acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. For examples see 34 CFR 463.34. (Two pages or less)            This may also include:            1. Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment; or</p>

<sup>1</sup> Document that all CPPs meet the eligible program standards in 34 CFR 668.8. Additional information can be found in Volume 2 of the FSA Handbook along with the information required per 34 CFR 668.157.

<p>04.</p>	<p>34 CFR 668.157(a)(2)(i)  Government reports identifying in-demand occupations in the State or regional labor market.</p> <ol style="list-style-type: none"> <li>1. A relevant report by a Federal agency completed within 5 years of initiating the CPP;</li> <li>2. A report completed by the mayor’s office or a public council/board;</li> <li>3. A report from the Local Workforce Development Board;</li> <li>4. The Economic, Workforce, and Workforce Development Activities Analysis section from the most recent unified or combined WIOA State Plan;</li> <li>4. Economic and labor market data report from the State Department of Labor, State Workforce Development Board, or Local Workforce Development Board (or equivalents); or</li> <li>5. A published document or certified report from the State’s Department of Labor (or equivalent) establishing the in-demand occupations in the State or regional labor market.</li> </ol>
<p>05.</p>	<p>34 CFR 668.157(a)(2)(ii)  Surveys, interviews, meetings, or other information obtained by the institution regarding the hiring needs of employers in the State or regional labor market.</p> <ol style="list-style-type: none"> <li>1. Completed surveys sent out to by the institution to at least 10 State or regional employers noting hiring needs;</li> <li>2. Documented interviews conducted by the institution with at least five State or regional employers noting hiring needs;</li> <li>3. Meeting minutes between the institution and State or regional employers noting hiring need; or</li> <li>4. Employer Needs Survey from the State Workforce Development Board.</li> </ol>
<p>06.</p>	<p>34 CFR 668.157(a)(2)(iii)  Documentation that demonstrates direct engagement with industry.</p> <ol style="list-style-type: none"> <li>1. Meeting minutes from local and/or State Workforce Development Boards demonstrating engagement with industry; or</li> <li>2. Feedback from an industry advisory committee indicating the institution’s engagement.</li> </ol>
<p>07.</p>	<p>34 CFR 668.157(a)(3)  The skill needs described in paragraph (a)(2) of this section align with the specific coursework and postsecondary credential provided by the postsecondary program or other required training.</p> <p>Demonstrate through narrative documentation that coursework and/or training and the credential the student will receive upon graduation from the CPP align with the skill needs of industries in the State and regional labor market. (Two pages or less)</p>

08.	<p>34 CFR 668.157(a)(4)</p> <p>The program provides academic and career counseling services that assist students in pursuing their credential and obtaining jobs aligned with skill needs described in paragraph (a)(2) of this section, and identifies the individuals providing the career counseling services.</p> <p>Document what career counseling service(s) will be provided to students enrolled in CPPs. (Two pages or less)</p>
09.	<p>34 CFR 668.157(a)(5)</p> <p>The appropriate education is offered, concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster through an agreement, memorandum of understanding, or some other evidence of alignment of postsecondary and adult education providers that ensures the education is aligned with the students' career objectives.</p> <ol style="list-style-type: none"> <li>1. Agreement, memorandum of understanding, or other documentation between the institution and the adult education agency or provider; or</li> <li>2. Documentation that the ECPP is offered as part of an Integrated Education and Training Program (IET).</li> </ol>
10.	<p>34 CFR 668.157(a)(6)</p> <p>The program is designed to lead to a valid high school diploma as defined in § 668.16(p) or its recognized equivalent.</p> <p>Document the secondary component of the CPP. The “recognized equivalent of a high school diploma” is located in 34 CFR 600.2. The procedures to evaluate the validity of a HS diploma are in 34 CFR 668.16(p).</p> <p>It should be noted that although the secondary component is required in order for the program to be eligible as an ATB ECPP, the hours, credits or work in the secondary component is not eligible for Federal student aid. That component cannot be included in determining the length of the postsecondary program, the student’s Title IV enrollment status, or the cost of attendance.</p>

# Pima Community College

## List of Current and Future Eligible Career Pathways Programs (ECPPs)

### Current ECPP:

The Integrated Basic Education and Skills Training (IBEST) in Information Technology (IT) is the only ATB-eligible career pathways program that is currently active at Pima Community College.

### Other ATB-eligible programs we have designed and run in the past are:

- Medical Assistant (MA) IBEST
- Building & Construction Technologies (BCT) IBEST
- Logistics & Supply Chain Management IBEST
- Machine Tool Technology (MAC) IBEST
- Automated Industrial Technologies (AIT) IBEST

We are not currently running any of these programs, but we did maintain career pathways documentation when we were running them.

We plan to restart the AIT IBEST program in spring 2026 and will again ensure that we maintain documentation that the program meets all regulatory requirements for Eligible Career Pathways Programs.



## **INTEGRATED EDUCATION & TRAINING IMPLEMENTATION PLAN**

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### **I. PROGRAM OVERVIEW**

- Local Workforce Region: Pima
- Occupation/Career Cluster: Information Technology
- Salary Range for Target Job: Computer User Support Specialist \$34,000-\$76,000 (onetonline.org)
- Training Partner(s): Pima Community College Computer Information Systems Department
- Credential(s) Offered: IT Support Technician certificate
- Employer Partner(s): Pima Community College
- Length of Course Date to Date: Aug 2022 - July 2023 (multiple cohorts)
- General Weekly Schedule: M - Th 5:30 - 8:30pm

### **II. LEARNING OBJECTIVES, STANDARDS, & TIMELINE**

#### **A. Single Set Learning Objectives, with Academic Standards**

1. Install and configure Windows operating system and maintain computer hardware components.
2. Configure and manage Linux operating systems including service and file systems permissions.
3. Identify and troubleshoot device and network issues.
4. Solve real-world problems using relevant mathematical models.
5. Analyze proportional relationships and use them to solve real-world and mathematical problems.
6. Use various reading strategies to better understand a text; analyze its purpose, structure, and effectiveness.
7. Demonstrate comprehension of text by identifying main ideas and supporting details, citing textual evidence to support inferences. Identify bias and assumptions in strong and weak arguments.
8. Create, plan and revise texts for specific purposes and audiences.
9. Demonstrate skills in digital literacy in order to communicate, collaborate and solve problems.
10. Demonstrate self-directed learning skills (e.g., effective self-advocacy using college tools and resources, time management and priority setting, and functional study strategies) to facilitate success in college and career.
11. Demonstrate appropriate workforce readiness skills for the target career sector.

This set of outcomes were built around the AZ Adult Education Content Standards which are specific for adult education learners. The workforce preparation asks learners to think critically and learn skills for a successful transition into postsecondary education and/or employment. Training objectives identified by the CTE partner program.

#### **B. Co-planning and communication activities**

All IETs involve collaboration between Adult Education, CTE or external training partners and ARIZONA@WORK/Pima County One Stop. This program also includes



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collaboration with additional community partners including JobPath and the Women’s Foundation for the State of Arizona.

- a. Adult Education & Literacy Instruction (Activities & Materials)
  - i. Basic skill development and practice opportunities
    - 1. Credit bearing textbooks and supplemental materials
- b. Workplace Preparation activities (Activities & Materials)
  - i. Employability Portfolios and Critical Thinking
    - 1. Google Workspace, Interviewing opportunities
- c. Training Services (Activities & Materials)
  - i. Credit classes - being co-taught
    - 1. Credit bearing textbooks and supplemental materials

**C. Timeline – July to June (Each column should equal 100%, all three components should be included)**

Activity %	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Adult Education & Literacy	33	33	33	33	33	33	33	33	33	33	33	33
Workforce Prep	33	33	33	33	33	33	33	33	33	33	33	33
Occupational Training	33	33	33	33	33	33	33	33	33	33	33	33

**III. IET PROGRAM REVIEW**

Must include one or more of the following as described in rule [§463.30](#):

- Adult Education
- Literacy
- Workplace adult education and literacy activities
- English language acquisition activities
- Integrated English literacy and civics education
- Workforce preparation activities

**ADULT EDUCATION AND LITERACY ACTIVITIES**

**REVIEW QUESTIONS**

**1. What activities are included in this IET program?**

- Employability portfolios
  - Resume Writing
  - Cover Letter
  - Researching employment opportunities



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- Digital literacy (find, create, evaluate organize and communicate information) ITSE (International Society for Technology in Education) Standards for Students
  - Empowered learner
  - Digital citizen
  - Knowledge constructor
  - Innovative designer
  - Computational thinker
  - Creative communicator
  - Global collaborator

Navigating D2L (Learning Management System)

- Google Workspace

Skills necessary for successful transition into and completion of postsecondary education or training

- Critical thinking
- Understanding systems and processes at the college
- Time management

Reading/Writing/Mathematics/English Acquisition Knowledge and Skills as learners transition into postsecondary education, employment or training.

- Reading text specific content
- Writing as modality for communication and presenting information
- Mathematics as appropriate for the specific sector
  - Focus (what the students need to know)
  - Coherence (building new knowledge from prior learning)

Rigor: Conceptual Understanding (can move between the concrete and the abstract), Fluency (effective, accurate and appropriate application)

### **2. Which Arizona Adult Education content standards are reflected in these activities?**

Multiple content standards are reflected in these activities, with an emphasis on the following:

- Reading Anchor Standard 10: Read and comprehend complex literacy and informational texts independently and proficiently.
  - ABE4.RL.10 Proficiently and independently read and comprehend literary selections in a text complexity range determined by qualitative and quantitative measures appropriate for the level.
- Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - ABE5.RI.2 Identify a text's central idea and analyze its development, including how it emerges and how it is shaped and refined by specific details; provide an objective summary of the text.
- Solve mathematical problems and problems in real world context using numerical and algebraic expressions and equations.



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- Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems. (7.EE.4)
- Number Sense: Understand ratio, rate and percent concepts, as well as proportional relationships

As cited in [§463.34](#) Workforce Preparation Activities are a required component of an IET program and may include the following:

Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills.

Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment.

Other employability skills that increase an individual's preparation for the workforce.

### **WORKFORCE PREPARATION ACTIVITIES**

### **REVIEW QUESTIONS**

1. ***Referring to the list above, what specific workforce preparation activities are included in this IET program?***
2. Employability portfolios
  - a. Resume Writing
  - b. Cover Letter
  - c. Researching employment opportunities
3. Digital literacy (find, create, evaluate organize and communicate information) ITSE (International Society for Technology in Education) Standards for Students
  - a. Empowered learner
  - b. Digital citizen
  - c. Knowledge constructor
  - d. Innovative designer
  - e. Computational thinker
  - f. Creative communicator
  - g. Global collaborator
4. Navigating D2L (Learning Management System)
  - a. Google Workspace
5. Skills necessary for successful transition into and completion of postsecondary education or training
  - a. Critical thinking
  - b. Understanding systems and processes at the college
  - c. Time management



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6. Reading/Writing/Mathematics/English Acquisition Knowledge and Skills as learners transition into postsecondary education, employment or training.
  - a. Reading text specific content
  - b. Writing as modality for communication and presenting information
  - c. Mathematics as appropriate for the specific sector
    - i. Focus (what the students need to know)
    - ii. Coherence (building new knowledge from prior learning)
    - iii. Rigor: Conceptual Understanding (can move between the concrete and the abstract), Fluency (effective, accurate and appropriate application)
  
7. ***How do the listed workforce preparation activities address the required skills for the specific occupation or occupational sector?***

The IT sector requires strengths in 21st Century Skills including problem-solving, critical thinking, analytical abilities, reading skills, creative thinking, persistence, communication skills, and strong foundational digital skills. The activities in this IET identify these skills with learners, and build these skills through activities in the dedicated *integrated skills time* (adult education instruction only) as well as in the credit co-taught time. During the integrated skills time, instructors work with students on workforce preparation activities as well as skills for academic success. Collaboration between the faculty and the adult education instructors plays a vital role in implementing the workforce preparation needed for student success.

**8. *Describe how the training activities for the IET are being provided.***

The workforce training activities work concurrently with the workforce preparation and the adult education literacy activities. Students attend a credit bearing class where the workforce training takes place, and which is co-taught with an adult education instructor and CTE faculty. This helps learners to deepen their understanding of the technical content while also developing basic skills needed for success in the credit classes. Training toward additional industry-recognized credentials such as CompTIA is integrated into the curriculum for these credit classes. All learners are required to participate in these training activities as a part of their course requirements.



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The term “integrated” ([§463.37](#)) means services must be provided concurrently and contextually such that:

Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals; occur simultaneously; and use occupationally relevant instructional materials

The integrated education and training program has a single set of learning objectives that identifies:

specific adult education content;  
workforce preparation activities; and  
workforce training competencies, and the program activities are

organized to function cooperatively.

### **INTEGRATED ([§463.37](#))**

#### **REVIEW QUESTIONS:**

- 1. Describe the rigor and intensity of the described adult education and literacy activities, workforce preparation activities, and workforce training? Does the academic rigor match the required academic levels needed to successfully complete the workforce training?***

The adult education and literacy activities, and the workforce preparation activities provide basic skills support needed for success in the credit-bearing classes within the IT Support Tech Certificate Program at PCC. The academic rigor of the coursework is best aligned to learners at NRS levels 5-6 in all subjects, and will require students to grow in proficiency with technical reading and math, academic writing and professional communications throughout the duration of the program. Assigned textbooks and supplemental materials are used in the credit classes, and in the integrated skills time to contextualize the basic skills to the class content, and to support student learning in the credit coursework. Learners attend classes 12-16 hours per week, 4 days per week for 3 semesters.

- 2. What factors determined the rigor and intensity of the integrated education and training program?***

The rigor and intensity of the program is determined by the IT Support Tech certificate program and approved curriculum. This IT IBEST program requires learners to study 4 days per week, and includes in-person and virtual learning. Lab time is also required. The intensity of the IBEST program is also informed by the length of time it typically can take a learner to achieve



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multiple goals within one program year: the CTE Certificate, and HSE Diploma (for those who need it), Industry-recognized credentials, and workforce readiness. The 3-semester model creates space for scaffolded learning and for sufficient time to focus on multiple goals, while maintaining a weekly intensity of 12-16 hours of instruction.

**3. *What research, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals, is reflected in the design of this IET?***

All Adult Education instructors attend required Professional Learning (PL) and plan/implement instruction aligned to the AZ Adult Education Standards. Instructional Leaders monitor curriculum, instruction and PL to ensure that all classroom content and resources are standards-aligned. Course Learning Outcomes (CLOs) include standards-based measures. Teachers use standards-aligned curricular resources that address the CLOs and student needs. Instructors use resources and research-based strategies gleaned from LINCS, STAR and other sources of instructional materials to inform their practice and the design of this IET. Professional Learning Communities and peer partnerships help instructors identify and implement relevant, rigorous, standards-aligned curricular resources for teaching reading fluency, vocabulary, and comprehension. Instructional Leaders monitor curriculum, instruction and PL to ensure that all classroom content and resources are standards-aligned.

**4. *What instructional model (fully integrated or partially integrated) is used to facilitate this IET? Describe the factors that chose this instructional model.***

This IET is fully integrated. The three required components - adult education and literacy activities, workforce preparation activities and workforce training are integrated into a single program and are taught concurrently. The adult education instructor is in the credit class where the two instructors co-teach to deliver content instruction, workforce training and basic skills development. During the adult education integrated skills time, more time is dedicated to basic skills and workforce preparation activities.

**5. *How are occupationally relevant materials being used?***

All of the materials used for this IBEST are textbooks, websites, documents and other materials used in the IT credit-bearing classes. The adult education instructors use this content to contextualize basic skills and workforce preparation activities.

**6. *How do the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies?***

All IET programs use a single set of learning objectives to ensure integration of basic skills, workforce preparation and workforce training competencies. This set of outcomes were built around the AZ Adult Education Content Standards which are specific for adult education learners, and the Course Learning Outcomes for the IT Support Tech curriculum. The workforce preparation asks learners to think critically and learn skills for a successful transition into postsecondary education and/or employment.

Single Set of IET Learning Outcomes:



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- Identify and troubleshoot device and network issues.
- Solve real-world problems using relevant mathematical models.
- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Use various reading strategies to better understand a text; analyze its purpose, structure, and effectiveness.
- Demonstrate comprehension of text by identifying main ideas and supporting details, citing textual evidence to support inferences. Identify bias and assumptions in strong and weak arguments.
- Create, plan and revise texts for specific purposes and audiences.
- Demonstrate skills in digital literacy in order to communicate, collaborate and solve problems.
- Demonstrate self-directed learning skills (e.g., effective self-advocacy using college tools and resources, time management and priority setting, and functional study strategies) to facilitate success in college and career.
- Demonstrate appropriate workforce readiness skills for the target career sector.

### ***7. Describe how the IET activities are organized to function cooperatively?***

IET activities are organized so that students receive 33% of their time spent in adult education and literacy, 33% of their time in workforce preparation activities and 33% of their time in workforce training. The students meet generally 4x a week for their credit and adult education classes. The credit class typically runs about 1.5 hours per day and the adult education time runs about 1 - 1.25 hours per day. This time is typically scheduled at the beginning or end of the credit class. The IET design was collaboratively developed with the IT department faculty to maximize integration of IET activities.



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The phrase “for the purposes of educational and career advancement” ([§463.38](#)) means:

The adult education component of the program is aligned with the State’s content standards for adult education as described in the State Plan; and

The integrated education and training program is part of the career pathway.

[WIOA Sec. 3\(7\)](#) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:

**aligns with skill needs of industries in the state or regional economy**

prepares an individual to succeed in secondary or postsecondary education options

includes counseling to support the individual’s education and career goals

includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster

**organizes education, training, and other services to support the particular needs of an individual to accelerate their educational and career advancement**

enables an individual to attain a secondary school diploma or its recognized equivalent

helps an individual enter or advance within a specific occupation or occupational cluster

### “FOR THE PURPOSES OF EDUCATIONAL AND CAREER ADVANCEMENT ([§463.37](#))

#### REVIEW QUESTIONS:

**1. How does the adult education component of the IET program align with Arizona’s content standards for adult education?**

AZ Content Standards determine resources and scope/sequence. Summative/formative assessments and examining student work measure knowledge, learning and mastery. Reading/Writing instruction through evidence based reading focuses on text complexity and vocabulary, textual evidence, and building background knowledge. The standards were used to create the Course Learning Outcomes that is the foundation for all IETs.

**2. How does the IET program reflect the criteria of being a part of a career pathway as described above?**

The workforce preparation activities are an integral part of the integrated skills time and the credit co-taught time. The integrated skills time is taught by the Adult Education instructor who meets with the students typically one hour before the credit classes start. During this time, instructors work with students on Workforce Preparation Activities as well as what is needed for success in the credit class, which often includes basic skill understanding.

Learners in this IBEST program receive additional wraparound support that helps students to reach multiple goals, and remove barriers to persistence. A dedicated Program Advisor connects learners to community resources, and helps learners map out their career goals and identify next steps using their Pathways Planner. A team of Student Services Specialists support



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students with college resources, and the Adult Education Instructors in each IET help students attain their HSE diplomas by working closely with students on literacy and workforce preparation activities.

WIOA partners, community organizations and CTE faculty collaborate in the design of each program ensuring alignment with skill needs of industries in the state or regional economy. These same partners provide additional resources that are essential to removing barriers to student success, such as tuition assistance, transportation or childcare funding, or connections to social services that the learner may need.

### **3. *What data is used for individuals and industry/occupations as part of the career pathways development?***

To develop this IET, data is drawn from our partners including ARIZONA@WORK/Pima County One Stop, as well as from our Workforce Development and Innovation, and Career and Technical Education (CTE) divisions at the college. Specific online resources are used to inform the course development, and are also utilized by learners in the class in career exploration activities. These may include: <https://www.onetonline.org/>, [Arizona Job Connection](#), [In Demand AZ Occupation Ratings](#), <https://www.bls.gov>.

## **STATE AND LOCAL WORKFORCE PLAN ALIGNMENT RELATED TO CAREER PATHWAYS**

### **REVIEW QUESTIONS:**

*Given the required alignment with state and local workforce plans, and specifically the requirement that state and workforce plans must include objectives and strategies for addressing career pathway programming, how does this IET program align to the local and state workforce plans regarding career pathways?*

The integrated training in IT IBEST builds technology skills that are valued and relevant the IT industry sectors identified in the Pima County 2020-2023 Local Plan, and the Emerging Technologies target sector:

This sector includes new technologies that are currently developing or will be developed over the next five to ten years, and which will substantially alter the business and social environment. These include information technology, wireless data communication, man-machine communication, on-demand printing, biotechnologies, and advanced robotics. This sector also relates to the research, development, entrepreneurial innovation, technology transfer and commercialization.

The Local Plan utilizes a sector strategy to coordinate partnerships of education and training, workforce development, employers and community organizations to seamlessly provide services that can develop the workforce within each sector. Inside of the Emerging Technologies sector, there are strong pathways for career advancement, with



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abundant training and credential opportunities identified on the ETPL and available at Pima Community College for career advancement.

In addition, Pima Community College has established a Center of Excellence (CoE) in Information Technology/Cybersecurity, designed to fundamentally change IT education and provide practical hands on experiences, interacting with the community and workforce.

### ***Related to State Plans***

- 1. How does the data in Question 3 above align with the labor market analysis in the [Arizona's Unified Workforce Development plan](#)? How do the IET and career pathway of which it is a part support the State's strategic vision and goals in it's plan? (refer to [Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications for WIOA](#) pages 7 and 8, OMB control number 1205-0522).***

Labor market analysis is used to guide the decision around what IET programs we will build. It is important that IETs are built in sectors where there is expected growth and opportunities for advancement. The IT sector has both. Arizona State's WIOA State Plan 2020-2023 explains that (pg11):

"The Information Technology industry is an emerging field with employment needs that can change from year to year. While the Information Technology industry is not officially defined under the North American Industrial Classification System (NAICS), the employment growth for specific high-tech subsectors was large enough that a portion of the larger Information industry was targeted as an InDemand industry. Information Technology employment increased by 9.6 percent annually from 2015 to 2018; the largest employment growth rate of all the In-Demand industries. Within Information Technology, employment growth occurred within Satellite Telecommunications (1,375 jobs); Internet Publishing (1,140 jobs); Software Publishers (1,077 jobs); and Data Processing Services (1,021 jobs)."

- 2. How do the IET and the larger career pathway support the Arizona's strategic vision and goals in its unified or combined plan? (refer to [Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications for WIOA](#) pages 7 and 8, OMB control number 1205-0522).***

Information Technology is identified as an in-demand Industry, a sector with substantial current or future impact on the state economy and contributes to the growth or stability of other emerging industries. Information Technology has the highest average wages and the largest employment growth rate of all of the state defined in-demand industries.



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This career pathway supports the goals of the state and local plans to promote a strong economy by building a workforce that can build capacity for businesses in the state to employ a workforce that meets the demands of their industry, and to prepare job seekers with the skills they need to move onto a career pathway that leads to family-sustaining employment and opportunities for growth.

IT is a diverse sector with many pathways within it. This IET is designed to provide learners with the skills they need to enter a career in IT, and also an opportunity to explore the range of different occupational pathways available to them within this sector.

### ***Related to Local Plans***

**3. *How is the IET aligned with analysis undertaken to achieve strategic vision, service and resource alignment, as outlined in Local Plan development? (see [Sec. 108 \(b\)\(1\)\(F\)](#))***

The Pima County Local Workforce Development Plan 2020-2023 includes an analysis of the regional economic conditions including existing and emerging in-demand industry sectors and occupations as well as the employment needs of employers in those industry sectors and occupations. This IET is developed in alignment with the Local Plan and includes training that is on the ETPL, which connects individuals to education and training for in-demand occupations.

All IETs are built with regular collaboration with all core partners including Adult Education, Pima County One Stop Youth, Dislocated Worker, Career and Technical Education/Perkins as well as Community Organizations. These core partners work together to integrate services and resources that will remove barriers to education and employment for adult learners. We share a common strategic vision and collaboratively identify the most valuable pathways and credentials for IET development. There are several venues in which we collaborate including monthly WIOA partner meetings, and regular meetings with IET partners to work together to design systems of seamless service provision so that we can holistically support each learner and avoid duplication and gaps.

**4. *How will the IET address and align with how WIOA core programs will expand access to employment, education and other services for individuals with barriers to employment through career pathways (see [Sec 108 \(b\)\(3\)](#))?***

The IT IBEST IET will support learners who need basic skills development (reading/writing and/or English acquisition) and/or learners who may need a High School Equivalency. The program integrates contextualized adult education instruction built on the content from the credit class to help learners receive postsecondary certificates and credentials and go onto successful employment in the IT sector.

This IT IBEST provides access to a career pathway by integrating education, training and resources that allow learners to move toward multiple educational employment goals at the



## **INTEGRATED EDUCATION & TRAINING IMPLEMENTATION PLAN**

Submit to AES POC Inbox ([aes-poc@azed.gov](mailto:aes-poc@azed.gov)) for review at least 30 days prior to target implementation date.

same time. All IETs bring together essential resources from core WIOA and College partners for seamless provision of support and wraparound services for each individual learner. Through this broad collaborative partnership, all resources are made available for all learners, removing potential barriers to enrollment and persistence.

In addition, this IBEST helps learners to identify their career goals and next steps, and provides support for learners moving forward along their career pathway toward successful employment in the IT sector. WIOA Partners meet monthly to collaborate, co-plan events, share labor market information, identify new resources available, and report on performance and progress.

### ***5. What specific role will the employer partner(s) play in the IET program?***

Employer partners collaborate with PCC faculty to inform the curriculum included in this IET. They also participate in class visits, site visits, and employment events organized by the Adult Education, Workforce and CTE divisions at PCC.



## **INTEGRATED EDUCATION & TRAINING IMPLEMENTATION PLAN**

Submit to AES POC Inbox ([aes-poc@azed.gov](mailto:aes-poc@azed.gov)) for review at least 30 days prior to target implementation date.

### References

BUILDING OPPORTUNITIES THROUGH INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

Supporting Successful WIOA Implementation templates - Integrated Education and Training (IET)

Guide 34 CFR Part 463 Subpart D template -used Cambria for all text. (n.d.).

[https://lincs.ed.gov/sites/default/files/IET\\_checklist508FINAL\\_0.pdf](https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf)

Integrated Education and Training (IET) in Virginia A Technical Assistance and Resource Roadmap. (n.d.).

Retrieved January 29, 2020, from <https://ietblueprint.com/wpcontent/uploads/2018/12/IET-Roadmap.pdf>

**CP.02 - Adult Education and Literacy Activities:** This program syllabus describes the adult education and literacy activities that are integrated into this IT IBEST career pathways program.

# Information Technology Support Technician (IT) IBEST Program Syllabus

Dates: Fall of 2024 through Summer of 2025

Campus: East Campus

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## Welcome

Welcome to the Information Technology Specialist IBEST (Integrated Basic Education and Skills Training) program! This program offers you the unique opportunity to earn your certificate at the same time as strengthening your basic skills. Adult Basic Education for College and Career (ABECC), the Center for Training and Development (CTD) and Pima County One-Stop/ARIZONA@WORK are all working with you toward your goals.

This syllabus is your roadmap for success! The policies noted in this syllabus are in place to support you. We create these policies to help you be successful and prepare you to take on challenging work and reap the rewards. Our goal is to see each and every one of you complete this course successfully, and we are here to help.

## Course Learning Outcomes:

Upon completion of the course, the student will be able to do the following:

- Solve real-world problems using relevant mathematical models.
- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Use various reading strategies to better understand a text; analyze its purpose, structure, and effectiveness.
- Demonstrate comprehension of text by identifying main ideas and supporting details, citing textual evidence to support inferences. Identify bias and assumptions in strong and weak arguments.
- Create, plan and revise texts for specific purposes and audiences.
- Demonstrate skills in digital literacy in order to communicate, collaborate and solve problems.
- Demonstrate self-directed learning skills (e.g., effective self-advocacy using college tools and resources, time management and priority setting, and functional study strategies) to facilitate success in college and career.
- Demonstrate appropriate workforce readiness skills for the target career sector.

## IBEST Instructional & Support Team

Lauren Klipp, Adult Ed Instructor

[lklipp@pima.edu](mailto:lklipp@pima.edu)

Jenni Ryan, Adult Ed Instructor

[jryan23@pima.edu](mailto:jryan23@pima.edu)

Priscilla Phillips, Academic Advisor

[pvillafana@pima.edu](mailto:pvillafana@pima.edu), 520-206-6107

Karen Rodriguez, Academic Advisor

[krodriguez87@pima.edu](mailto:krodriguez87@pima.edu), 520-206-7330

## IBEST Program Manager

Jodi Perin, Program Manager

[jperin@pima.edu](mailto:jperin@pima.edu), 520-206-6108

### Your AZ@W/One Stop Workforce Development Specialist:

Name: \_\_\_\_\_ Phone \_\_\_\_\_

Email : \_\_\_\_\_

## Weekly Instruction

Monday through Thursday: 9:30am-12:30pm (25% - Integrated skills; 75% - Credit classes)

*\*Note: Course schedules are subject to change at the start of each semester.*

## Books and Supplies

Credit course instructors will provide information regarding the necessary textbooks and/or supplies for their respective classes. Please refer to the individual course syllabi for details. (*\*Note: Some courses may not require a physical textbook but will have an online component. If you do not have access to a computer or tablet with internet access, you may be able to check one out from the PCC library. Please speak with your IBEST Instructors for more information.*)

## Program Requirements

Students must commit to all program requirements to continue with the program. Failure to complete all program requirements may result in loss of funding and/or being asked to leave the program.

*All students must:*

1. Attend all classes, arrive on time and stay for the duration of the class. If a student cannot attend a class for any reason, they must contact their instructor and faculty. It is the student's responsibility to catch up on work missed because of the absence. Mandatory attendance required: 80%.
2. Complete all IBEST program requirements.
3. Complete all assignments assigned by instructor or faculty, including participation in online coursework.
4. Complete testing requirements when scheduled by program staff.
  - TABE pre/post

*Students who are seeking their high school equivalency diploma must complete:*

- All GED® Ready practice tests
- All GED® official tests

5. Complete required employability workshops at Pima County One-Stop/ARIZONA@WORK

during and beyond completion of coursework.

6. Respond to emails and phone calls from program staff in a timely manner.
7. Pass all courses with a grade of 'C' or higher.
8. Attend the On-Ramp class from August 12-22 from 9:00am-12:00pm.

## Expectations of Students

- Have a One Stop case manager, register for classes and finish financial aid paperwork.
  - Correspond with the One Stop case manager at least once a month.
- Regular Attendance
  - If you cannot make a class, it is your responsibility to communicate this with both the instructor and the faculty member.
- Arrive to class on time
- Do homework assignments
- Read assigned material
- Ask questions in class and participate in discussions
- Communicate with your instructor(s) and faculty members

## Program Staff Commitments

- Provide responsive, relevant, student-centered services and instruction
- Communicate clear expectations
- Provide embedded and supplemental employability skills instruction
- Provide embedded and supplemental basic skills instruction
- Provide ongoing feedback on student progress
- Respond to requests for information or support in a timely manner
- Meet with each student individually in conferences to discuss progress
- Support student achievement of the three core goals:
  - Passing the GED® exams/improving basic skills (reading, writing, math, science, social studies)
  - Earning a BCT Certificate
  - Obtaining employment in the field of Building and Construction.

## Instruction

IT IBEST will be taught using a team-teaching model that integrates both basic skills and Information Technology content. Instructors collaborate on developing shared assignments that reach both goals.

## Employability/Job Search Support

Pima County One-Stop/ARIZONA@WORK, Job Path, and Pima Community College offer a number of workshops to help support students in finding and retaining employment.

## IT IBEST Certificate Courses

The entire IT Support Technician IBEST program is 16 credits and 3 semesters long (including summer).

### Fall of 2024

Subject Code	Course Number	Course Title
CMN	102	Introduction to Communication
CIS	103	Microsoft Windows Operating System Professional Administration

### Spring of 2025

Subject Code	Course Number	Course Title
MAT	106	Elementary Data with Spreadsheets
CIS	136	Microcomputer Components (Hardware)

### Summer of 2025 (10 weeks)

Subject Code	Course Number	Course Title
STU	100	College Success & Career Planning
CIS	137	Introduction to Linux Operating System

*\*Note: ordering of classes may vary slightly depending upon department schedules.*

## Additional subjects integrated into instruction

- Reading/Writing
- Social Studies
- Math
- Science
- Digital Literacy Skills
- College Success Skills
- Employability/Soft Skills

The amount of instruction in any one subject will be weighted toward student needs as identified by assignments and assessments.

## Grading Policy

A passing grade of C or higher is required in every course in order to be awarded a certificate. If your grade is lower than a C, you may not progress to the next class until you have re-taken that course and earned a C or higher.

## Office Hours

By appointment. Email instructors directly.

## Tutoring/Homework Help

- 1) For tutoring help call (520) 206-4959
- 2) Email us at [pcc-tutoring@pima.edu](mailto:pcc-tutoring@pima.edu)
- 3) Submit a tutoring request online at <https://tinyurl.com/PCctutoring>

## Use of Electronics

Cell phones and any other electronic communication devices are to be turned off or placed on vibrate during class time unless directed otherwise by your instructor for a specific activity. Any possible emergencies requiring that your cell phone stay on must be discussed with the instructor prior to the start of class.

## ADA Policy Statement

PCC is committed to providing accommodations for qualified individuals with disabilities in a timely and effective manner. To request a reasonable accommodation, students must be registered with the campus Access and Disability Resources (ADR) office. Accommodations will be made based on eligibility determined by Access and Disability Resources. Services can be requested at any time during the semester. Requesting services well in advance will help to ensure that resources are available when needed. Please contact the ADR office at 206-6688 or [ADRHelp@pima.edu](mailto:ADRHelp@pima.edu).

## Student Code of Conduct

Pima Community College Board of Governors adopted policy BP-3504 Student Conduct and Ethics on December 21, 1988, and revised on March 8, 1995, Motion No. 5315. The Student Code of Conduct is available at the following website:  
<https://pima.edu/student-resources/student-policies-complaints/docs/Student-Code-of-Conduct.pdf>

## Student Complaint Procedure

Pima Community College welcomes your opinions and feedback about our policies, programs, and services in order to make changes that contribute to your success, development, and goal attainment. For more information:

<https://pima.edu/student-resources/adr/disabled-student-complaint.html>

## Mandatory Reporting Statement for Abuse of Minors

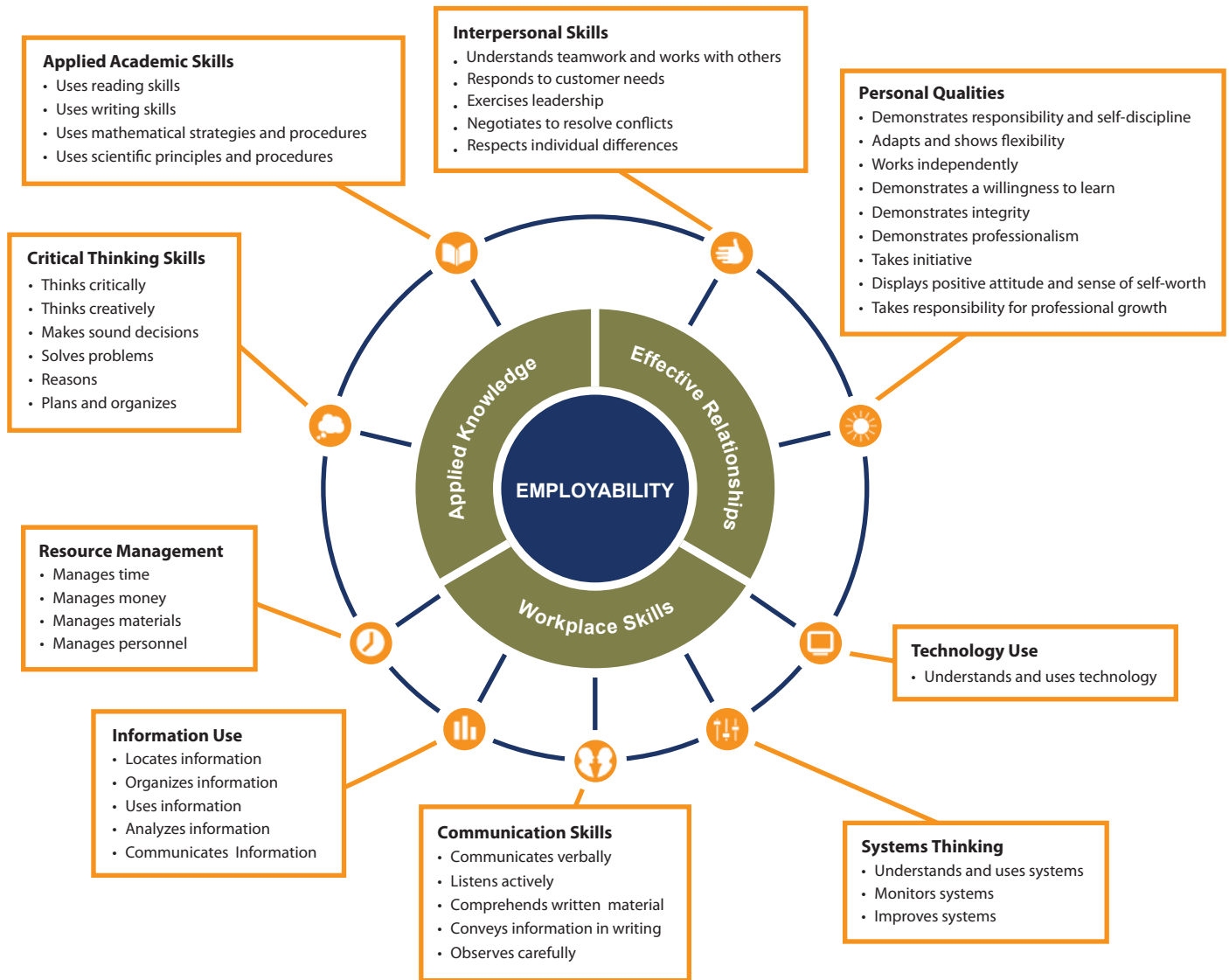
Pursuant to Arizona law (A.R.S. §13-3620), College personnel, including faculty, staff, and administrators, who learn in the course and scope of their employment that a minor (defined as under 18 years of age) has been the victim of physical or sexual abuse, are required to report this information immediately to law enforcement. (PCC SPG-1505/BB). Faculty must report the abuse of a minor no matter the person's age when the information is revealed.



# EMPLOYABILITY SKILLS FRAMEWORK

## Employability Skills: A Crucial Component of College and Career Readiness

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”



## Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

**CP.04 - Government Report of In-Demand Occupations:** This Pima County Workforce Development Plan demonstrates that Information Technology careers are in high demand in our region. Mentions of the Information Technology sector are highlighted throughout. Note that Information Technology is also ranked in the chart of in-demand industries on page 53.

**Note:** For the DEAL Toolkit, only the report cover page and Table of Contents are included to provide an example of the type of report that might serve as acceptable documentation. Pima Community College submitted the entire report with their ECPP application.



# Pima County Workforce Development Plan 2025-2028

Pima County Board of Supervisors  
Pima County Workforce Investment Board  
PIMA COUNTY COMMUNITY & WORKFORCE DEVELOPMENT

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**CP.05 - Labor Market Data:** This report shows the hiring needs of employers in the Information Technology industry.

 Lightcast    Occupation Overview

Note: For the DEAL Toolkit, only the report cover page and Contents are included to provide an example of the type of report that might serve as acceptable documentation. Pima Community College submitted the entire report with their ECPP application.



# Information Technology Occupational Overview in Pima County, AZ

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**CP.06 - Direct Engagement with Industry:** These Advisory Committee meeting minutes serve as evidence of how the Program engages directly with business and industry. Included in this file are the notes for the semi-annual meetings for the past two program years.

**Note: For the DEAL Toolkit, only the list of committee members is included to provide an example of documentation that might be used to show direct engagement with industry. Pima Community College submitted meeting minutes with their ECPP application.**



# PimaCommunityCollege

## Business and Industry Advisory Committee Meeting

Information Technology

October 20, 2023

12:00 - 1:30 pm

East Campus Building E2 Room 202

Recorder: Rachael Drozdoff – Business & Information Technology Division Administrative Assistant

<b>Committee Members</b>	
Britt Adams	Borderland Construction, IT Director
Eric Case	Blue Cross Blue Shield of Arizona, Senior Manager for Information Security Engineering
Pat DeConcini	4-D Properties, LLP, Managing Partner
Allison Duffy	Silverado Technologies, President
Severne Heredia	Northrop Grumman Corporation, GAC&O IT Manager
Tyler Kilian	Tucson Electric Power, Director of IT Operations and Enterprise Security
Dennis McMurray	Raytheon, Senior Manager
Steve Peters	Arizona Broadband Stakeholder Digital Task Force, Coordinator
Bak Redmon	Northrop Grumman Corporation, Manager ROK Offset
Brett Scott	Arizona Cyber Warfare Range / National Cyber Warfare Foundation, Founder
Andy Martinez for Nate Valdez	TEKsystems, Account Executive for Nate Valdez, Account Manager

Glenn Wilcock	IBM, Creator of Data Resiliency Plans for Enterprise Clients
Carmen Jones	Jobpath, Workforce Readiness Manager
<b>Pima Employees</b>	
James Craig	Pima Community College Business & Information Technology Division, Dean
Chris Borhorst	Pima Community College Business & Information Technology Division, Academic Director of IT
Will McCullen	Pima Community College Business & Information Technology Division, IT Center for Excellence, Adv. Program Manager
Teresa Noon	Pima Community College Business & Information Technology Division, Center of Excellence HSI STEM Federal Grant Manager
Ivan Castro	Pima Community College Business & Information Technology Division, IT/Cyber Staff Instructor
Jim Delaune	Pima Community College Business & Information Technology Division, CIS Faculty
Patrick Farmer	Pima Community College Business & Information Technology Division, CIS Faculty
T.J. Fisher	Pima Community College Business & Information Technology Division, Student Success & Engagement Coordinator HSI STEM Grant
Brittany Griwzow	Pima Community College Business & Information Technology Division, CIS Provisional Faculty
Bret Noe	Pima Community College Business & Information Technology Division, IT/Cyber Staff Instructor

Melissa Ortiz	Pima Community College Business & Information Technology Division, IT COE Applied Learning Coordinator HSI STEM Grant
Antony Redmon	Pima Community College Business & Information Technology Division, CIS Faculty
Eric Yepiz	Pima Community College Business & Information Technology Division, Center of Excellence & IT Outreach Coordinator
<b>Workforce</b>	
Scott Leonard	Workforce Development, for Kari Middleton, Program Manager

1. Welcome and introductions
  - a. Distribution of agenda and any necessary materials
    - i. Dean Jim Craig and Academic Director of Information Technology Chris Bonhorst welcomed and thanked everyone for attending, and Jim highlighted the importance of advisory members' insights.
    - ii. Chris will email advisory committee members Standard Occupational Classification (SOC) and Workforce data.
  - b. Expectations and meeting norms
2. Reading and approval of minutes from the last meeting
3. Unfinished business
4. New Business
  - a. Staffing Updates
    - i. Internship Coordinator - Melissa Ortiz
      1. Melissa Ortiz, the HSI Stem Grant Internship Coordinator as of July 2023, was introduced.
    - ii. Faculty - Brittany Griwzow, Patrick Farmer, Antony Redmon
      1. Chris introduced new full time faculty Patrick Farmer, Antony Redmon, and Brittany Griwzow. Brittany previously was adjunct faculty.
  - b. College-wide updates - James Craig

## CP.07 - ECPP Documentation: Alignment Between Credential and Regional Labor Market Needs

### **Credential: IT Support Technician Certificate | Pima Community College**

Pima Community College's IT Support Technician Certificate is purposefully designed to meet the workforce needs of southern Arizona's growing information technology sector. Through ongoing input from business and industry leaders, documented in biannual IT Advisory Committee meetings, and analysis of labor market data from sources such as Lightcast, the Program continuously reviews content to ensure that students gain competencies directly aligned with employer expectations.

(Link to program in College Catalog: [https://catalog.pima.edu/preview\\_program.php?catoid=12&poid=3195](https://catalog.pima.edu/preview_program.php?catoid=12&poid=3195))

### **Labor Market Demand and Occupational Alignment**

According to the Q1 2025 Lightcast Occupational Overview for Pima County, six in-demand IT occupations represent over 5,400 jobs locally. These include Computer User Support Technicians, Information Security Analysts, Network Administrators, and Programmers. The largest volume of job postings in the region is for Computer User Support Technicians, precisely the occupation targeted by the IT Support Technician Certificate. Additionally, the certificate's curriculum addresses critical competencies across the other related roles, building a solid entry point into multiple IT career pathways. The certificate's short duration (32 weeks) and focus on industry-relevant skills prepare graduates quickly to meet this local demand.

### **Curriculum-to-Skill Match**

The IT Support Technician Certificate integrates coursework aligned with the necessary skills in regional job postings. These include:

- **Operating Systems:** Taught through *CIS 103: Windows OS* and *CIS 137: Linux*, addressing the region's top in-demand technical skill.
- **Technical Support & Troubleshooting:** *CIS 119 (Network Essentials)* and *CIS 136 (Hardware Components)* focus on foundational network, device, and help desk support, matching requirements in top job titles such as "Help Desk Technician" and "Desktop Support Technician."

## CP.08 - ECPP Documentation: Academic and Career Counseling

Academic and Career Counseling are integrated into the IT IBEST program in a number of ways:

- **Integrated Instruction:** CIS and ABECC faculty embed career skills, workforce readiness, and career exploration into their teaching throughout the program.
- **Co-enrollment with Pima County One Stop (WIOA Title I):** Students are encouraged to co-enroll to access employment resources, case management, and career counseling services.
- **Advisor Support:** IBEST and IT Program Advisors provide academic advising and support, and connect students to resources and employment events.
- **Collaboration with Employer Engagement and Career Services:** IT IBEST students are connected to career events, job and internship opportunities, and employer connections. Services include résumé and cover letter preparation, interview and networking skill development, and direct connections to employers seeking Pima students and alumni.  
(<https://www.pima.edu/student-resources/support-services/career-resources/job-search.html>)
- **STU 100 – College Success & Career Planning:** IT IBEST students take STU 100 which helps them to make informed decisions regarding employment or transfer paths, assess commitment and motivation, and explore educational and career opportunities. The course fosters skills and self-awareness for academic and professional success.
- **Career Coach Tool:** Students use the Career Coach online tool to explore in-demand jobs related to their study programs, receive personalized career guidance, and align academic choices with workforce opportunities. (<https://pima.edu/student-resources/advising/career-coach.html>)
- **Career Counselors:** Students receive individualized career counseling to identify interests and skills, explore career and academic pathways, and access job/internship search resources, including résumé, interview, and career planning support through the Employer Engagement and Career Services team.  
(<https://www.pima.edu/student-resources/support-services/career-resources/index.html>)

**CP.09 - Concurrent Instruction:** This cooperative agreement between the IT IBEST partners serves as evidence of the commitment from the partners to provide the appropriate education concurrently and within the same context to ensure education is aligned with the students' career objectives.

## **COOPERATIVE AGREEMENT AND PARTNER ROLES**

### **IT Support Technician IBEST**

#### **Integrated Basic Education and Skills Training**

##### **OVERVIEW**

The goal of the Information Technology IBEST program is to prepare students interested in working in the field of IT. Upon completion of this certificate, students may find employment in a variety of contexts within IT, or choose to pursue further education.

IBEST is an instructional model that blends basic skills instruction with career and technical course content. In this career pathways model, students lacking college-level academic skills can receive the support they need to be more successful in college. Students without a High School Equivalency diploma study for the GED® test and industry-recognized certifications simultaneously. Adult Basic Education instructors and IT faculty co-plan and teach each course. The contextualized instruction and integrated employability skills allow students to achieve their goals more rapidly and better prepare them for career success.

Our goal is to recruit and retain between 15-25 students for each program cohort. To set students up for success, we communicate clearly about the goals and expectations in the IT Support Technician IBEST program.

##### **PURPOSE**

This outline summarizes the partners' collaborative roles and responsibilities in implementation of the IT IBEST program.

##### *All partners:*

- Collaborate to provide concurrent adult basic education, post-secondary training, and employment services that enable students to reach the goals of :
  - Strengthening basic skills
  - Earning a HSE diploma if lacking a high school diploma
  - Completing a postsecondary credential
  - Completing any Industry Recognized Credentials as a part of the program
  - Obtaining sector employment, or pursuing further education
- Support recruitment of the targeted population with marketing, awareness building, and individual referrals.
- Ensure that participants understand the need to participate in and complete all components of the IT IBEST program in order to be awarded an IT Support Tech Certificate and High School Equivalency diploma (if needed).
- Facilitate data collection, sharing, matching and support for reporting and evaluation.
- Ensure representation at IT IBEST Collaborative Team meetings. These are held once a month.
- Facilitate the training and cross-training of staff and educators involved in IT IBEST.
- Foster connections with industry partners to ensure industry support for:
  - Referral of potential participants the IT IBEST program
  - Meeting with collaborators and/or funders to offer input and feedback

# COOPERATIVE AGREEMENT AND PARTNER ROLES

## IT Support Technician IBEST

### Integrated Basic Education and Skills Training

- o Instruction with guest speakers, site visits, or field trips
- o Work-site observations by hosting participants at industry sites
- o Paid or unpaid internships for graduates
- o Job placement for graduates.

#### **RESPONSIBILITY OF PCC Adult Basic Education for College & Career**

- Co-develop, co-plan, and co-evaluate IT IBEST instructional programming.
- Co-develop eligibility criteria for selection of participants and recruit all individuals to participate fully in IT IBEST.
- Ensure Adult Basic Education instructor partnership in course planning and co-teaching.
- Give consideration to eligible participants referred to the project by the partners, as eligible based on ADE requirements and guidance.
- Establish, coordinate, and implement Adult Basic Education courses in support of IT IBEST programming to provide services to eligible participants recruited from all partner agencies.
- Offer contextualized, standards-based instruction for basic skills (including reading, writing, math, English language, digital literacy skills).
- Assess participants' academic progress in basic skills to monitor student progress and support reporting.
- Coordinate and facilitate meetings of collaborating partners.
- Provide dedicated and integrated Student Services for enrollment, advising, ongoing student support and connection to resources needed to learners to persist and reach their goals.

#### **RESPONSIBILITY OF PCC IT Program**

- Co-develop eligibility criteria for selection of participants and recruit all individuals to participate fully in IT IBEST.
- Offer administrative support for faculty and student services in support of IT IBEST programming.
- Provide for a dedicated schedule of credit-bearing IT courses to allow the IT IBEST cohort to complete the IT Support Technician Certificate
- Co-develop, co-plan, and co-evaluate IT IBEST instructional programming.
- Ensure faculty partnership in course planning and co-teaching.

#### **RESPONSIBILITY OF Arizona@Work – Pima County**

- Support IT IBEST participants through collaborating with ABECC in providing employability training in areas such as career exploration, soft skills, resume, and interviewing, both at Arizona@Work sites and within the classroom, as appropriate.
- Conduct intake to determine eligibility of participants for Workforce Innovation and Opportunities Act funding and other available funding.
- Subject to funding availability, provide the following for eligible participants:
  - o Provide case management for IT IBEST participants.
  - o Facilitate collaborative development of Individual Education Plans that ensures participation by both ABECC and IT liaisons.

# COOPERATIVE AGREEMENT AND PARTNER ROLES

## IT Support Technician IBEST

### Integrated Basic Education and Skills Training

- o Provide training assistance and support IT IBEST participants in finding additional financial resources to pay for career and technical training.
- o Arrange for participants to interact with local employers via class visits and job fairs on campus.
- o Provide IT IBEST participants the support services they need to persist in their education and training including bus passes or reasonable auto expenses; emergency assistance to avert eviction, foreclosure, or utility shut off; childcare vouchers or gap assistance; and medical and behavioral health needs, for eligible participants.
- o Support IT IBEST participants with employment-related costs such as certifications, licenses, uniforms, and tools.
- o Provide job search assistance for IT IBEST participants.

#### **RESPONSIBILITY of Pima County Community College District, Executive Leadership Team**

- Provide the administrative support necessary to ensure that IT IBEST participants succeed.
- Ensure access to the necessary facilities and instructional technology.
- Support grant management and oversight via the Grants Resource Office.
- Provide the marketing and student services needed to support recruitment.

#### **Expectations of Teaching Teams**

- Attend required training in the IBEST model and Team Teaching in advance of the course
- Co-plan with co-teacher in advance of the course
- Co-plan with co-teacher on a weekly basis during coursework

CTE, Writing and General Technical Math faculty expectations:

- o Provide co-teacher with curriculum and course learning objectives (CLOs) in advance of coursework.
- o Team teach during the shared teaching time using a variety of team teaching models as appropriate.
- o Provide co-teacher equal access to student data (e.g., grades, assessments, reflections and attendance).
- o Collaborate in assignment and assessment design to ensure occupational and adult education outcomes are both met.
- o Discuss in advance any changes that will impact students, class, or program prior to implementation, seeking input from co-teacher wherever possible.

Program Requirements: [PCC Webpage on the IT Support Technician](#)

# COOPERATIVE AGREEMENT AND PARTNER ROLES

## IT Support Technician IBEST

### Integrated Basic Education and Skills Training

#### ELIGIBILITY

Requirement	Metric
<i>Students must meet assessment scores to be eligible for this program. All students are required to take the TABE assessments.</i>	
Students must have academic skills that allow them to obtain a HSE diploma in one year's time	<b>TABE:</b> Reading: 557 / Language: 551 / Applied Math: 556
Students must be in need of basic skills support	TABE grade equivalent score of less than 12.9 in at least one subject area or Accuplacer results that place the student in a developmental education course
Students must agree to participate in the entire IBEST program	See below for specific participation agreements

#### Goals

- Co-enroll in Adult Ed, IT Support Technician certificate program, WIOA (Workforce Innovation and Opportunity Act)
- Increase basic skills; students seeking HSE diploma pass GED test
- Become Work-Ready: develop Work Readiness Portfolio
- Complete IT Support Technician Certificate
- Complete industry-recognized credentials: Comptia A+ and Google IT Certificate (Equivalent of CIS 136)
- Gain employment in the sector, and/or develop plan for further education in the sector

#### Partners

- PCC Adult Basic Education for College and Career
- PCC Program: IT Support Technician
- WIOA Adult, Dislocated Worker, and Youth Program (18 and older)
- Job Path
- Women's Foundation for the State of AZ (WFSA)

#### Where

- PCC East Campus

#### Who

- Recruit 15- 25 participants
- ABE 5-6 Level or higher; ELAA 5/6

# COOPERATIVE AGREEMENT AND PARTNER ROLES

## IT Support Technician IBEST

### Integrated Basic Education and Skills Training

- Recruit from Adult Basic Education, One Stop, PCC, Industry, other partners

#### Participation

All IT IBEST students participate in all components of the IT IBEST program including:

- Pre-assessments (TABE)
- Progress assessments (TABE and GEDReady and GED® tests\*\*)
- IT IBEST classes and coursework (including supplemental adult education coursework)
- Consultations/conferences with Information Technology IBEST team
- All Pima County One-Stop assignments (if eligible for intensive services)

*To qualify for federal financial aid under the Ability to Benefit provision, participants without a HSE diploma need to take the Accuplacer and score at or above the following scores: Reading Comprehension 55, Sentence Skills 60, Arithmetic 34. If they do not meet these scores, they may be eligible after completing 6 college credits.*

*\*\* GEDReady and GED Official tests are only required for students without a HSE diploma.*

#### Intake Process:

1. IT IBEST Info Session
  - Meeting with the IBEST Program Advisor
2. Complete Assessments, Complete FAFSA
3. Intake with AZ@W. Appointment/Training Plan with Workforce Development Specialist
4. Attend IBEST On-Ramp before start of IBEST program

#### Program Details:

##### 2 Week On-Ramp

Supports college readiness - basic skills support, study skills, etc; GED Ready testing; completion of registration, partner requirements and financial details.

##### Semester 1

- **CMN 102 Introduction to Communication**
- **CIS 103 Microsoft Windows Operating System Professional Administration**

##### Semester 2

- **STU 100 College Success & Career Planning**
- **CIS 136 Microcomputer Components**

##### Semester 3

- **CIS 137 Introduction to the UNIX Operating System**
- **MAT 106 Elementary Data with Spreadsheets**

# **COOPERATIVE AGREEMENT AND PARTNER ROLES**

## **IT Support Technician IBEST**

### **Integrated Basic Education and Skills Training**

Most IT IBEST classes will be co-taught by the technical content Instructor and the Adult Education Instructor. Additional instructional time will be added to each co-taught class, providing learners with added support in basic skills development, workforce readiness and career exploration.

## CP.10 - ECPP Documentation: How IT IBEST leads to a valued High School Diploma

Integrated basic skills instruction within the **IT IBEST program prepares learners who are seeking their High School Equivalency (HSE) Diploma** to earn that credential while they participate in college courses toward a certificate. This program integrates basic skills instruction that accelerates student academic progress toward the HSE and through developmental education. By integrating basic skills, students who need a High School Equivalency Diploma can move directly into a college certificate program rather than waiting to earn their HSE diploma before attending college. (see **IT IBEST Program Syllabus**: <https://drive.google.com/file/d/12DIhmJENPmd3sWR8OePza0XUWqYMLNwE/view?usp=sharing>)

IT IBEST learners can earn their High School Equivalency (HSE) diploma through one of the three valid HSE Pathways approved by the Arizona Department of Education (<https://www.azed.gov/adultedservices/high-school-equivalency/services>):

1. GED Testing Pathway,
2. HSE Plus Career Readiness Pathway, or
3. College Credit Pathway.

The integration of the basic skills instruction, in preparation for the HSE diploma, is also supported by the **IT IBEST Cooperative Partner Agreement** (<https://drive.google.com/file/d/16hXjvR5rh2WVRZqxWo78dX0pzLkZuC9d/view?usp=sharing>):

*All partners:*

- Collaborate to provide concurrent adult basic education, post-secondary training, and employment services that enable students to reach the goals of :
  - Strengthening basic skills
  - Earning a HSE diploma if lacking a high school diploma
  - Completing a postsecondary credential
  - Completing any Industry Recognized Credentials as a part of the program
  - Obtaining sector employment, or pursuing further education
- Support recruitment of the targeted population with marketing, awareness building, and individual referrals.
- Ensure that participants understand the need to participate in and complete all components of the IT IBEST program in order to be awarded an IT Support Tech Certificate and High School Equivalency diploma (if needed).