



Pascua Yaqui Center for Employment Training

MEETING THE UNIQUE NEEDS OF ADULT STUDENTS

A Look at the Past

- The Pascua Yaqui Tribe has administered a TANF Program since 1997.
- Training services were minimal
- GED classes with some workforce training offered
- Case managers took the lead with employment/training placement services

Issues Impacting the Program

- Limited training opportunities – adult education offered daily, no occupational training services available year long.
- Limited space – one classroom space for all participants
- Limited equipment – students had access to 8-10 computers in total
- Limited training staff – one full-time instructor available for GED classes



Applying for a Grant

- TANF/WIA Pilot Project (2004) – The PY Tribal TANF Program applied for and received a grant to upgrade program functions of the training program by increasing and improving program offerings.
- Provide occupational instruction for clients with intensive case management and supportive services.
- Utilize Pima Community College Center for Training and Development curriculum with program participants in order to integrate with the current PY training classrooms.

Creating Partnerships



- Coordinating an Intergovernmental Agreement with Pima Community College for administrative and training services on the PY reservation.
- Utilizing Pima Community College curriculum to enroll and train students on the reservation
- Transfer students to higher certificate or degree programs through ongoing college liaison and student service coordinator



Building the Training Team

The CET recruited and hired instructors that met Pima Community College teaching requirements. All CET instructors are required to have:

- Pima Community College Adjunct Faculty Certification
- Arizona Board of Education Teaching Certificate
- CTE Certification

Specific teaching areas required for certain instructor roles:

- Business and Office specialized area
- Nursing Assistant specialized area – maintain nursing license active

Knowledge of or experience working with tribal populations or TANF clients.

- Instructors were required to know basic tribal history
- Instructors required to know how to work with hard-to-serve clients



Building Training Partnerships

- Pascua Yaqui Tribal Departments
- WIOA
- Pima Community College
- PY Adult Education Program
- PY Casino del Sol Resort
- Employers – Affiliation Agreements
 - El Rio Clinic
 - AZ Community Food Bank
 - Via Elegante Rehabilitation Facility
 - Various other employers



The Program Design: Meeting the Unique Needs of Adult Students

The CET program includes three key design components that are aimed at meeting the unique needs of adult students:

- 1) intensive student support services;
- 2) curriculum innovations to improve student success; and
- 3) clear pathways of continuing training and employment.

Intensive Student Support Services

Because CET is a division of the PY Social Services Department, potential CET students are assigned a case manager that can provide them with or refer them to a number of support services.

Case managers begin with the referral of students to CET and remain with them through job placement and retention.

Intensive Student Support Services



- Each Monday morning at CET, students are given a program orientation describing how the program works and what is required to participate and succeed.
- As part of the orientation, the students complete assessments. These assessments involve a support service needs assessment, a career interests and aptitudes assessment, and a basic academic skill assessment.

Intensive Student Support Services

Another key aspect of student support services is academic monitoring. The student's academic progress is monitored daily—any issues needing support services are reported to the case manager. Student class attendance and progress are monitored daily using a tracking sheet that students are required to use.



Intensive Student Support Services

A collaborative association between Pascua Yaqui Adult Social Services TANF staff, the PY Center for Employment Training and Pima Community College allows for an all-inclusive support system.



Curriculum Innovations to Improve Student Success

The curriculum innovations, which are all aimed at improving student retention and completion, deal with remedial instruction and are intended to prepare students for or transition them into various college credit programs—a common term for such curricula is “bridge programs”



Curriculum Innovations to Improve Student Success



The first innovation is an accelerated developmental education program that is divided into three levels—Bridge Prep, Career Bridge I, and Career Bridge II. Once the assessment process has determined in which Career Bridge the student is to be placed, the student will start remediation courses at that bridge level.

Bridge Prep

Bridge Prep is an 8-week program designed to serve those students who need significant levels of basic academic skills remediation before entering employment certificate programs.

PY CET – Bridge Prep
TABE Level M: 4.0 – 5.9

Beginning Computer
Reading Fundamentals
Developmental Writing
Spelling
Basic Mathematics
Career Awareness
College Study Skills

Career Bridge I

Career Bridge I is an 8-week program designed to bring students' basic academic skills up to the TABE level required for entry and success in specific employability certificates—meaning that students are enrolled in courses that will bring their academic skills up to the 9th grade level.

PY CET – Career Bridge I

TABE Level D: 6.0 – 8.9

Computer Literacy

Reading Improvement I

Writing Fundamentals

Business English

Pre-algebra

Career Exploration

Making Career Choices

Career Bridge II

Career Bridge II is an 8-week program designed to serve those students who need the next level of academic skills remediation before entering college non-credit and for credit programs

PY CET – Career Bridge II

TABE Level A: 9.0 – 12.9

Computer Fundamentals

Career Communications

Business Communications

Reading Improvement II

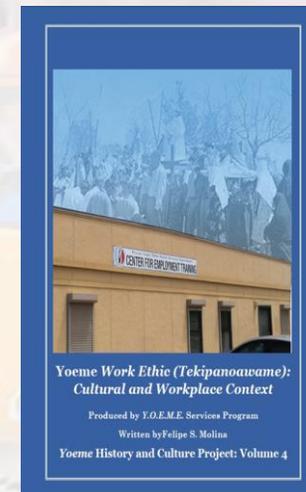
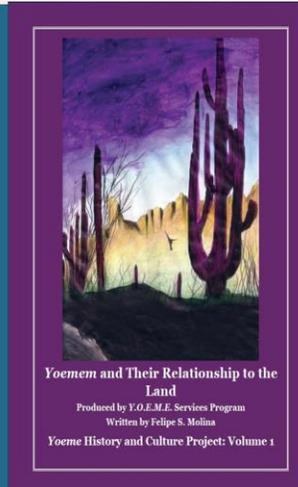
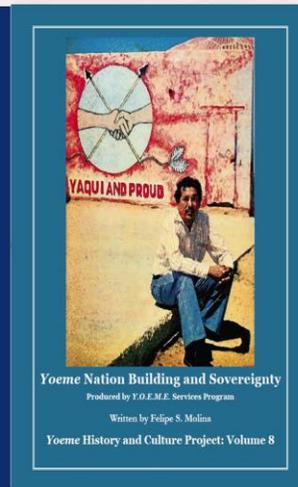
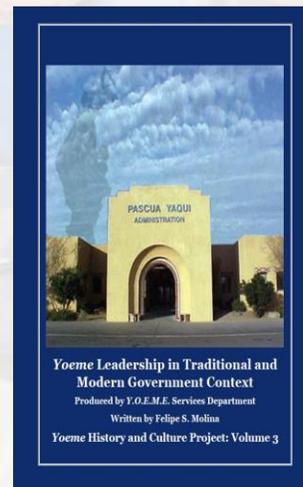
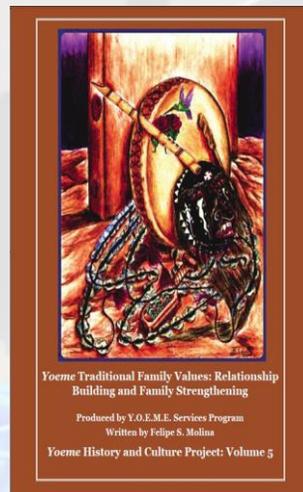
Pre-college Algebra

Career Preparation

Adult College Re-entry Skills

Yoeme History and Culture Pilot Project

In order to preserve *Yoeme* history and culture, the Pascua Yaqui Tribe's Social Service Department developed the YOEME Services Culture and History Pilot Project to test a curriculum enveloped in nine cultural manuals.



Yoeme History and Culture Pilot Project



Clear Pathways of Continuing Training and Employment

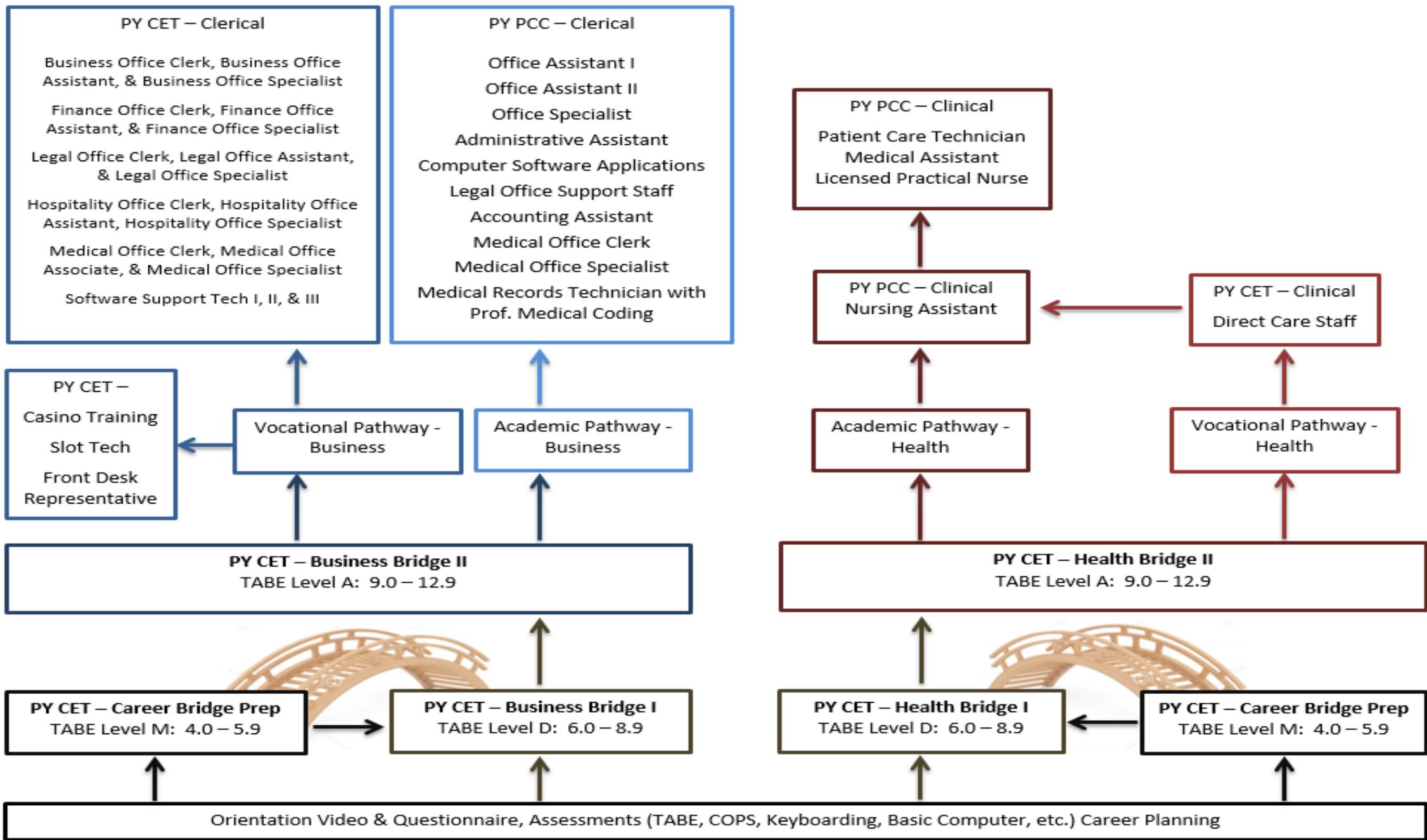
Clear pathways of continuing training and employment are a defining characteristic of bridge programs. This component of bridge program design includes mapped pathways of noncredit and college credit programs tied to high-demand occupations.

All pathways for continued training through employment are fully mapped for each occupational/vocational certificate and non-certificate programs at CET



Pascua Yaqui Adult Social Services
Center for Employment Training





Program Success

- Ongoing collaboration with Pima Community College for training services and technical assistance
 - **100% completion rate for PCC Business and Office Programs since implementation (2004-current)**
- Increase in the number of tribal departments and employers who recognize CET students as ready for work
 - **90% of students who enter the work experience program with a training certificate obtain employment within 6 months**

