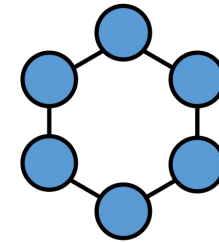

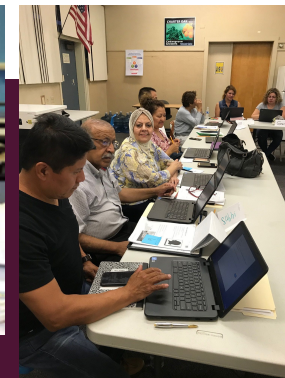


Work Groups Resources 2019



Mt. SAC 
Regional Consortium
for Adult Education





CALIFORNIA
ADULT EDUCATION
PROGRAM

Conference Theme: Instructional Strategies to Support Student Learning

8:30-8:45 AM	Welcome	
8:45-9:45 AM	Work Group Presentations Best Practices/Resources: Adult Basic Education/Adult Secondary Education, Adults Training for Child School Success, Adults with Disabilities, Career Technical Education/Apprenticeship, Counseling and Support Services, and Programs for Immigrants (English as a Second Language/Citizenship).	
9:45-10:00 AM	BREAK	
10:00-11:00 AM	Workshops	Room
	• Technology Skills Students Need and Employers Want – Laura Jacob and Rita Van Dyke-Kao	Auditorium
	• Integrated Educational Training (IET) – Sudie Whalen and Francisco Narciso	Mountain Vista
SESSION 1	• New World of Work- Workplace Readiness – Practitioners – Shelly Laddusaw, Diana Lupercio, and Felicity Johnson	Garden Vista
	• CASAS Update and Instructional Applications - Jay Wright	Campus Vista
	• California Adult Education Program – Statewide Student Identifier Webinar	Poly Vista
11:00-12:00 PM	Workshops	Room
	• Technology Skills Students Need and Employers Want	Auditorium
	• Integrated Educational Training (IET)	Mountain Vista
SESSION 2	• New World of Work- Workplace Readiness – Practitioners	Garden Vista
	• CASAS Update and Instructional Applications	Campus Vista
	• Peer Observation – Gale Lee	Poly Vista
12:00 – 1:00 PM	LUNCH	
1:00-1:30	Overview of 3-year Plan	
1:30	Wrap-up	



ABE/ASE PRESENTATION

APRIL 2019



READING FOR ADULT EDUCATION

The screenshot displays the Google Drive interface. At the top, there is a search bar and navigation icons. The breadcrumb path is: My Drive > Work Groups 2018-19 > ABE ASE Work Group 2018-19 > Reading for Adult Education. The left sidebar shows navigation options like 'New', 'My Drive', 'Computers', 'Shared with me', 'Recent', 'Starred', 'Trash', 'Backups', and 'Storage' (1 GB of 15 GB used). The main area shows four folders: 'Integrated Education and Tr...', 'Reading Resources', 'Reading Strategies', and 'Vocabulary'. Below the folders, there are three file thumbnails: 'Calling Card', 'Interventions', and 'Reading Standards Broken ...'. The 'Reading Standards Broken ...' thumbnail shows a table with columns A, B, C, D, and E.

Drive

Search Drive

My Drive > Work Groups 2018-19 > ABE ASE Work Group 2018-19 > Reading for Adult Education

Folders

- Integrated Education and Tr...
- Reading Resources
- Reading Strategies
- Vocabulary

Files

- Calling Card
- Interventions
- Reading Standards Broken ...

A	B	C	D	E
Reading Strategy	Reading Strategy	Reading Strategy	Reading Strategy	Reading Strategy
...

CALLING CARD

**Mt SAC Consortium Regional Consortium
for Adult Education
ABE ASE Work Group**

Teaching Reading Across Programs

Resources for adult education teachers. Reading &
Vocabulary strategies for teachers and students.

To add resources: contact Ryan Whetstone at
rwhetstone@mtsac.edu

TinyURL.com/AdultedReadingStrategies

1

Mt SAC Consortium Regional Consortium

INTERVENTIONS FOR STUDENTS WHO HAVE TROUBLE WITH READING

Interventions for Students who have trouble with reading:

My Student.....	Has trouble reading	Has trouble with vocabulary	Doesn't seem to comprehend the reading given	Is not good with step by step instructions	Isn't good with visual material (graphs, charts)	Doesn't know how to research material online
Signs the student demonstrate to not be able to accomplish the goal listed	<ul style="list-style-type: none"> -Avoids reading -Makes excuses on why they can't read(glasses) -Ask to take it home - Reads very slowly -Has questions about statements that are clear in the reading 	<ul style="list-style-type: none"> -Does not know prefixes or suffixes -Not knowing the meaning of words -Reading material below their level -Have trouble describing what they have read -Hard time communicating -Basic Writing -Word repetition 	<ul style="list-style-type: none"> - Does not understand what they read -Weak problem solving skills -Writing assignments are poorly done and not clear -Difficulty following directions 	<ul style="list-style-type: none"> -Asks questions repeatedly -Does not complete assignments -Ask other students for help - Does not start projects - Forgetting parts of assignments 	<ul style="list-style-type: none"> -Asks questions about information clearly stated on the graph or chart -Seems disinterested when visual cues are introduced -Does not refer back to visual information when they have questions 	<ul style="list-style-type: none"> -Does not have a smartphone -Does not have an email account -Ask for communication to be done through phone -Prints online materials at school -Seems out of date with news topics
To help students address the situation	<ul style="list-style-type: none"> -Pre Reading Behaviors -Learning Letters -Awareness of Rhymes -Print Concepts -Introduce Letters -Phonic Skills 	<ul style="list-style-type: none"> -Word Maps -Root analysis work -CTE related vocabulary list -Context clues related to CTE class 	<ul style="list-style-type: none"> -Read books they like -Read aloud -Skim headings -Re-read difficult sections -Follow along with their finger -Recap main points -Annotation skills practice 	<ul style="list-style-type: none"> -Write and verbally explain the instructions -Less number of instructions -Ask the student to write down the instructions first -Work in groups -Make Flow Charts 	<ul style="list-style-type: none"> -Explain the information on the graph -Relate the visuals to the assignment -Assign group work -Explain why visual is important to the lesson plan 	<ul style="list-style-type: none"> -Allow access to computers -Show them how to sign up for an email account -Highlight importance of learning digital -Show online resources relevant to the CTE course

COLLEGE AND CAREER READINESS STANDARDS FOR READING

Reading Standards Broken Down

	A	B	C	D	E
	<p>Beginning Literacy: Ability to decode two syllable words, follow basic patterns, and determine meaning of words phrases in a text</p>	<p>Beginning Basic: Able to recognize the spelling sound of common vowels, meaning of common prefixes and suffixes and distinguish cause and effect</p>	<p>Low Intermediate: Ability to describe point of view influences how events are described</p>	<p>High Intermediate: Students have the ability to identify whether the text provides conflicting information within the same topics. Students will also be able to identify if the two texts agree or disagree on the material. Students will also be able to identify the irrelevant evidence that is introduced in the text.</p>	<p>Advance: Students can determine the author's point of view through irony, sarcasm and satire. Student can also compare two points view through primary and secondary resources, as well as personal experience</p>
CCR Anchor 1: Understand material that was read, and	Know the key details from the reading.	Be able to point out the who, what, when, and where.	Use details and examples from the reading to explain	Use evidence from the reading to be able to summarize	Give several pieces of evidence from the reading to support



California Career Technical Education Industry Sectors				
Agriculture and Natural Resources	Education, Child Development and Family Services	Fashion and Interior Design	Hospitality, Tourism, and Recreation	Marketing, Sales, and Services
Arts, Media, and Entertainment	Energy, Environment, and Utilities	Business and Finance	Information and Communication Technologies	Public Services
Building and Construction Trades	Engineering and Architecture	Health Science and Medical Technology	Manufacturing and Product Development	Transportation

“Maximize achievement through contextual learning. CTE relies on contextual learning, a method of teaching the skills employers value and on which students thrive. Contextual learning incorporates academic applications, appropriate work habits and attitudes, and specific career skills in an environment that simulates or incorporates real-world employment. Teaching those skills in the context of a career is effective in engaging hard-to-reach students and motivating them to master mathematics, written and oral communication, critical thinking, and problem-solving skills” (Career Technical Education Framework for California Public Schools p.15). “Learning within a career related context imbues abstract concepts with the relevance and application that make them accessible to context-driven learners. In turn it helps students become confident in their ability to master the standards at school and on the job. And when students experience success in their endeavors and discover the applicability of abstract thinking to the “real world,” they develop enthusiasm for and interest in their goals—and education that will help them achieve those goals.” (Career Technical Education Framework for California Public Schools. P.5)

“Contextual Learning - The Center for Occupational Research and Development describes contextual learning as follows: According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context, that is, in relation to the person’s current environment, and that it does so by searching for relationships that make sense and appear useful.9 Contextual learning can be viewed as a continuum of the following: • **Hypothetical situations** • **Simulated conditions** • **Projects within an authentic activity, with limited engagement** • **Full participation in a real-world activity.**” (Career Technical Education Framework for California Public Schools p.29)

Hypothetical Situations	Simulated Conditions	Projects within an authentic activity	Full participation in a real-world activity
Engaging in debates (provide work scenario topics) topics related to jobs Presenting or hearing oral reports	Viewing real life videos (YouTube, instructional demonstrations) Participating in internships, service learning	Creating PowerPoint slide shows or create a website and content is a summary of lessons in the semester	Field trips Internships
Testing out an idea to see what happens	Hearing experts, interviewing experts Peer assessment	Making diagrams, charts, and timelines that help illustrate content	Silent Socratic Dialogue Designing your own business plan/lesson



Hypothetical Situations	Simulated Conditions	Projects within an authentic activity	Full participation in a real-world activity
<p>Propose new methods to solving the same problem</p> <p>Make your own list of questions</p> <p>Fact checker in the classroom- Provide outlines of lesson and allow time for students to fact check</p>	<p>The Jigsaw Model –Topic related to subject/industry, any content.</p> <p>Drills- Testing for real life scenarios (Medical emergencies, building projects, public services)</p> <p>Building models</p> <p>Experiencing a concept for example the “Trust Game” (and not hearing about it), Packing for A Trip vs. Making a Packing List - Be Creative</p> <p>Teacher should illustrate good note taking habits.</p> <p>Read aloud in the classroom</p> <p>Participating physically by moving around and touching objects (varies by subject/ career based objects)</p> <p>View TedTalks and ask for a summary – rubric needed.</p>	<p>Learning stations- moving from one learning station to another learning station.</p> <p>Have students review and revise their own work with the instructor and provide feedback for final outcome</p> <p>Oral exams for individual students</p> <p>Student creates an audiovisual learning clip to post on YouTube</p>	<p>Journal about real world activities (provide guidelines/parameters)</p> <p>Study partner/groups- collective grade</p> <p>Ongoing Roles in the classroom/lab setting – changing every week or month (organizing student papers, cleaning duties, calendar set up with deadlines, communication , be creative)</p> <p>Provide/Make a student planner</p> <p>Write letters to state representative, senators, president</p> <p>School plays,</p>

ADULTS WITH DISABILITIES

Mission Statement :

“ Hacienda La Puente Adult Education provides a comprehensive educational and career training program that helps a diverse population achieve their goals.”



Earn a Certificate!



This was the first year we had a special ceremony handing out blue certificates to all of our students who completed skill levels based on our course outline. We presented the certificates to students in each program area.

Innovative Rehabilitation Services



Willow Center
14101 East Nelson Avenue
La Puente CA 91746

(626) 931 - 2920

Innovative Rehabilitation Service Classes!

Building Maintenance



Food Services



Landscape & Gardening



Production Worker



WWW.HLPAE.COM

For more Information

Willow Center
14101 East Nelson Avenue
La Puente, CA 91746

(626) 934-2920

PRODUCTION WORKER



affordable
JOB TRAINING
and more

FOOD SERVICES



BUILDING, MAINTENANCE/JANITORIAL



LANDSCAPE & GARDENING

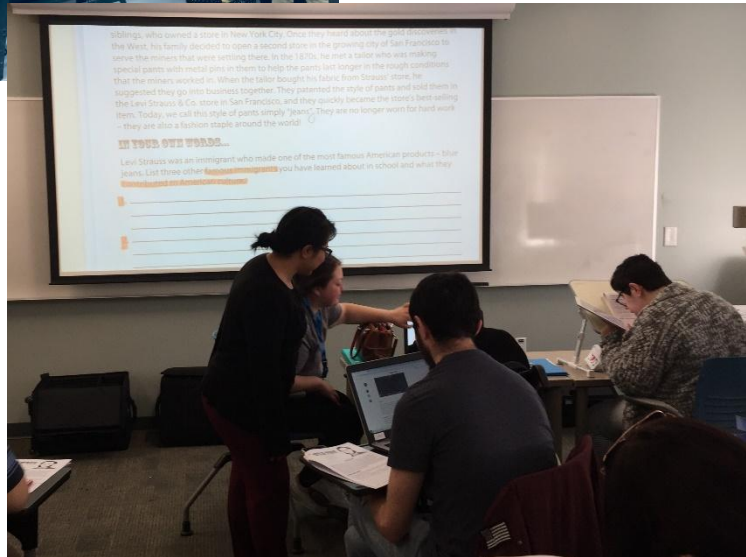




IMPACT



Mission:
To enhance the independence of people with developmental disabilities through education, employment and community involvement.



2014

- 70 Students
- 2 sites
- 2 classes per week
- 1 adjunct faculty

2019

- 600 students
- 6 sites
- 22 classes per week
- 8 adjunct faculty

Adults with Disabilities

13.1% with
Developmental Disability

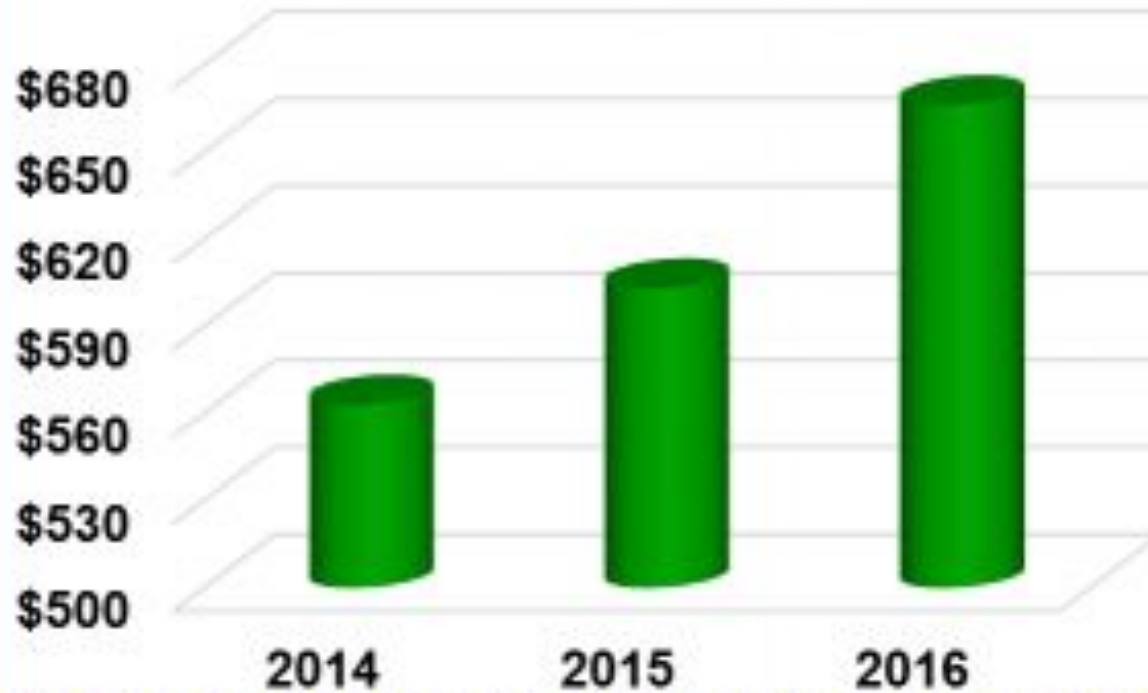


74.7% Without Disability



STATISTICS

Average Monthly Earnings



Data from Employment Development Department (EDD)



BRIDGING THE GAP



Select the Program Pathway	Program name	Courses Required	Completion time	Certification earned	License Eligibility	Continuing Education/ Pathway Options	Median Wage	Job Opportunity	Articulation	ESL Level
Business and Finance (BF)	Administrative Assistant	Keyboarding Intro to Computer Word 1 & 2 Excel 1 & 2 PowerPoint Access Outlook Employability Skills 45 WPM Certificate Office Skills	720 hours	Certificate of Completion		Administrative/Secretary Executive Assistant /General Office Receptionist	\$ 19.93	Administrative Assistant Office Manager Full-time Office Assistant		Level 4
Patient Care	Physical Therapy Aide	Medical Terminology Clinical Skills HIPAA Externship(Internship)	188 hours	Certificate of Completion		Athletic Trainer Aide Fitness Specialist/ Personal Trainer	\$ 13.83	Physical Therapy Technician Physical Therapy Aide/Sports Rehab Instructor		Level 5 & 6
Residential and Commercial Construction	Electrician	Module 1 Module 2 Module 3 Module 4 State Trainee Cert. State Certification	936 hours	Certificate of Completion		Electrician State Electrician Recertification	\$ 31.43	Journeyman Electrician Residential Electrician Industrial Electrician		Level 5 & 6
Environmental Resources	Water Technology	Fundamental of Water Supply Principal D1 Certification Fundamental of Drinking Water Treatment Waste water treatment TI Certification	117 hrs.	Certificate of Completion		T1 and D1 Industry State Water Resource Control Board	\$ 36.14	Water Resoration Technician Plumbing Water Heater Installation Technician Water Treatment Technician Professional Security Officer		Level 5 & 6
Public Safety	Security	Advanced Private Security Guard Card with State Mandated BSIS Firearms Training and Permit BSIS Baton Training and Permits School Security	128 hrs.	Certificate of Completion		Guard Card (State) Baton Permit (State) Firearm Permit (State)	\$ 13.33	Security Patrol Officer Corporate Security Officer		Level 5 & 6
Health Science and Medical Technology (HSMT)	Medical Billing & Coding	Medical Terminology Medical Coding Electronic Billing HIPAA Certification	216 hrs.	Certificate of Completion		Medical insurance Billing and Coding Medical Receptionist Medical Code HIPPA Certification	\$ 18.05	Medical Billing and Coding Specialist Billing Specialist Medical Billing and Coding Support Specialist		Level 5 & 6
Building and Construction Trades (BCT)	Heating Ventilation & Air Conditioning	Basic Tool & Safety Fundamental of Refrigeration EPA 608 Universal	324 hrs.	Certificate of Completion		EPA Certification Electrician	\$ 29.86	HVAC Residential & Commercial Service Tech HVAC Lead Installer Heating and Air Conditioning Fitter	Yes, Mt. SAC	Level 5 & 6

CTE Programs by Districts

	BP/Baldwin Park Adult & Community Education	BAS: Bassett Adult School	HLP: Hazeinda La Puente Adult Education School	MT. SAC: San Antonio College	ACE: Pomona Adult & Career Education	TCAE: Tri-Community Adult Education	ESGVR: East San Gabriel Valley Regional Occupational Program & Technical Center	C-OAK: Charter Oak Adult Education
Information Technology/Business Courses								
3D Animation			*					
Accounting Clerk/Bookkeeper			*	*	*	*		
Administrative/Executive Secretary Assistant		*	*		*			
Computer Graphics			*					
Computer Software Applications		*	*		*	*		
Court & Hearing Reporting						*		
General Office Clerk/Business Occupations		*	*	*	*	*		
Real Estate								
Microsoft Office Specialist							*	
Business Management Capstone								*
Advanced Placement Computer Science								*
Python Programming Internet of Thing (IOT)								*
Marketing Advertising Accounting/Finance								*
Computer Rep. & Networking			*					
Health Careers								
Certified Nursing Assistant (CNA) (Home Health Aide, Caregiver, Acute Care)			*	*			*	
CPR/First Aid	*	*	*	*				
Dental Assistant			*					
Diagnostic Services/EKG/ECG	*		*	*				
Licensed Vocational Nurse (LVN)			*					
Medical Insurance/Billing & Coding		*	*	*	*			
Medical Assistant/Medical Secretary	*		*		*		*	
Optical Dispensing			*					
Pharmacy Technician	*		*				*	
Phlebotomy Technician				*				
Psychiatric Technician			*					
Physical Therapy Assistant		*		*				
Emergency Medical Technician				*			*	
Sport Medicine (Athletic Training)								*
Medical Terminology			*					
Home Health Assistant (HHA)			*					



CSS WORK GROUP

COUNSELORS AND SUPPORT SERVICES



IMPORTANT PROJECTS FOR CSS WORKGROUP

- Registration Process
- Main Stream Procedures
- Intake Forms
- Partner Breakfast
- Mt. SAC Transition Counseling

HANDBOOK: CSS WORK GROUP

CSS FOLDER (GOOGLE DRIVE) HERE: [HTTPS://TINYURL.COM/Y2GQXKC5](https://tinyurl.com/y2gqxkc5)

- **Intake**
- **Assessment**
- **Orientation**
- **Goal Setting**
- **Overcoming Barriers**
- **Ongoing Guidance/Support**
- **Program Completion, Transition and Follow-Up**
- **Placement: Employment/Post-Secondary**
- **Appendix**

Note: Parts of this handbook are still under development. For specific information, please see your counselor.

In 2015

Mt. SAC Consortium

Program Area 2 – Classes for Immigrants
English as a Second Language

Areas of Competencies: Listening, Speaking, Reading Writing and Grammar



Participants: Baldwin Park: **George Funk**, Bassett: **Louis Kreslie, Linda Packard, Trudi Sparnicht**
Hacienda-La Puente: **Nadine Elhaj**, Mt. SAC: **Maria Azpeitia, L.E. Foisia, Mina Fowler**,
Pomona: **Judy McFadden**, Rowland: **Cynthia Clark, Nancy Lopez, Janna Socash, Ami Takanashi**,
Tri-Community: **Victoria Bañuelos, Celia Carter, Cornella Ver Halen**

ESL Classes Offered

CASAS Levels	Baldwin Park	Bassett	Hacienda La Puente	Mt. SAC	Pomona	Rowland	Tri-Community		
Beginning Literacy	Beg.	Level 1	Beg. Lit/Low	Pre- Level 1	Multi level Listening and speaking section offered	Beg. Lit.	ESL 1		
Low Beginning		Level 2		Level 1		Writing A Speaking A		Beg. Low	
High Beginning		Level 3	Beg. Low/High	Level 2				Beg. High	
Low Intermediate	Int. Low	Level 4	Int. & Adv.	Level 3		Writing B Speaking B	Int.	ESL 2	
High Intermediate	Int. High	Level 5&6		Level 4					
Low Advanced	Adv.			Level 5		Writing C Speaking C			ESL 3
High Advanced						Level 6			

Rowland offers a large number of classes located in elementary schools and other neighborhood locations. Hacienda offers distance learning as a blended class. Pomona and Bassett also offer distance learning. Several other adult schools offer off-site classes at elementary schools designed for parents of school age children. All schools offer citizenship preparation.

Skill Area: Grammar

Beginning Literacy	Beginning Low	Beginning High
<p><i>Demonstrate a beginning understanding of the following:</i></p> <ol style="list-style-type: none"> 1. Simple sentences (subject, verb, object) 2. The verb “to be” in the simple present 3. Simple pronouns 4. Proper and common nouns 5. Common prepositions (e.g., of time and location) 6. Imperatives 7. Simple present forms (e.g., daily activities) 8. Simple past forms 9. Simple modals of permission (e.g., “Can I...” “May I...”) 10. Simple questions e.g., yes/no questions and some <u>wh</u>- questions 	<p><i>Demonstrate an understanding of the following:</i></p> <ol style="list-style-type: none"> 1. Simple and compound sentences using and, but, and so 2. The verb “to be” in the simple present and simple past 3. Subject, object, and possessive pronouns 4. Level-appropriate common nouns including more complex nouns 5. Prepositions (e.g., of time and location) 6. Practical application of imperatives (e.g., recipes, giving directions) 7. Practical application and identification of simple present forms 8. Practical application and identification of simple past forms 9. Modals of ability (e.g., “I can run...”) 10. <u>Wh</u> and yes/no questions 	<p><i>Demonstrate an understanding of the following:</i></p> <ol style="list-style-type: none"> 1. Compound sentences using all the coordinating conjunctions (e.g., for, and, but, or, and so) 2. The verb “to be” in the simple present, simple past, and simple future 3. Comparative and superlative forms of adjectives 4. Complex nouns that are appropriate to the level (e.g., quantifiers for count and non-count nouns) 5. Prepositions of time, location, and description 6. Practical application of imperatives and suggestions (e.g., “Let’s go...”, “Why don’t we....”) 7. Difference between simple present and present continuous forms 8. Past continuous form 9. More complex modal (e.g., could, should, might, and may) 10. More complex <u>Wh</u> questions including how

GOAL 2: SHARED PROGRESS REPORT

- Able to show progress to other programs
- Documents student achievement and success
- Validates student progress with CASAS scores and other assessments
- Give a well-rounded “picture” of the student’s abilities

ESL Student Progress Report

STUDENT INFORMATION

First Name		Last Name	
ID #		DOB	
Level	ESL Level 1 and 2	District	Mt. San Antonio College
Teacher	Grace Kim		

ACADEMIC SKILLS

MID TERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	END OF TERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Conversation				Conversation			
Listening				Listening			
Pronunciation				Pronunciation			
Grammar				Grammar			
Reading				Reading			
Writing				Writing			

CLASSROOM PARTICIPATION

MID TERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS	END OF TERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS		
Attendance	ALWAYS	USUALLY	RARELY	Attendance	ALWAYS	USUALLY	RARELY
Homework Completion	HIGH	AVERAGE	LOW	Homework Completion	HIGH	AVERAGE	LOW
Class Engagement				Class Engagement			
Digital Literacy				Digital Literacy			
Dependability				Dependability			
Punctuality				Punctuality			
Attendance				Attendance			

TEST SCORES

MID TERM	FORM	RAW SCORE	CONVERTED SCORE (%)	END OF TERM	FORM	RAW SCORE	CONVERTED SCORE (%)
CASAS Pretest				CASAS Pretest			
CASAS Post-Test				CASAS Post-Test			
Other Assessment				Other Assessment			

COMMENTS

Midterm:

End of Term:

REVIEW AND RECOMMENDATION

Midterm:

End of Term: Continue Current Level
Advance to Next Level

Student:

Signature Date

Student:

Signature Date

Teacher:

Signature Date

Teacher:

Signature Date

PROGRESS REPORT SAMPLE

ESL Student Progress Report

STUDENT INFORMATION				
First Name	Ivan	Last Name	Castro	
ID #	AD2950630	DOB	10/3/1985	
Level	ESL Level 1 and 2		District	Mt. San Antonio College
Teacher	Grace Kim			


ACADEMIC SKILLS							
MID TERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	END OF TERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Conversation		X		Conversation		X	
Listening	X			Listening	X		
Pronunciation		X		Pronunciation		X	
Grammar	X			Grammar	X		
Reading		X		Reading		X	
Writing		X		Writing		X	


CLASSROOM PARTICIPATION							
MID TERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS		END OF TERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS	
Attendance	56	60		Attendance		124	
	ALWAYS	USUALLY	RARELY		ALWAYS	USUALLY	RARELY
Homework Completion		X		Homework Completion		X	
	HIGH	AVERAGE	LOW		HIGH	AVERAGE	LOW
Class Engagement		X		Class Engagement		X	
Digital Literacy	X			Digital Literacy	X		
Dependability	X			Dependability	X		
Punctuality		X		Punctuality		X	
Attendance		X		Attendance		X	

TEST SCORES							
MID TERM	FORM	RAW SCORE	CONVERTED SCORE (%)	END OF TERM	FORM	RAW SCORE	CONVERTED SCORE (%)
CASAS Pretest				CASAS Pretest			
CASAS Post-Test				CASAS Post-Test			
Other Assessment				Other Assessment	EL Civics: 32 /36		(PASS)

COMMENTS	
Midterm:	End of Term:
Teacher's Test: 84%	Teacher's Test: 91%
Midterm: 82%	Final: 81%
	Excellent Work! Good listening and grammar skills.

REVIEW AND RECOMMENDATION			
Midterm:	End of Term:	Continue Current Level <input type="checkbox"/>	
		Advance to Next Level <input checked="" type="checkbox"/>	
Student:	Signature	Date	Student:
Teacher:	Signature	Date	Teacher:
	Signature	Date	

Midterm Point 

Final Point 

Logic Model

Vision Statement: The Mt. SAC Regional Consortium for Adult Education will align, leverage and maximize resources to ensure adult learners of targeted populations actively progress along developed pathways to effective levels of literacy, academic and career certification, and entry to post-secondary and/or career employment.

ESL (Classes for Immigrants)

Goal Statement #1* Activities identified as priorities for 2019-20 (to be completed 4/5)

Program growth: To strategically offer additional sections of existing courses and expand program breadth through new course offerings.

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate	LTOs/Impact
<ul style="list-style-type: none"> Instructors CASAS/ Assessment Coordinators Technicians Data Technicians Administrators School Districts Data Analysis Educational research 	<ul style="list-style-type: none"> Implementation/ refinement of the Student Progress Report (Piloting example) Add more beginning level classes create bridge classes from ESL to ABE/ASE & CTE Ongoing training to integrate technology in instruction Technology implementation plan for instruction Establish an instructional technology coach (like K12)/Peer Coaches OR leverage OTAN training to create similar effect Refine placement of students with more focus on identifying Pre-Lit / Lit or higher level 	<ul style="list-style-type: none"> Expanded course offerings Momentum based student progress, Improved retention Course and program completion, Student transition through the ESL program to ABE/ASE, CTE and Post-Secondary 	<ul style="list-style-type: none"> Student Gains on progress report/ rubric 	<ul style="list-style-type: none"> Improvement of a full literacy level 	<ul style="list-style-type: none"> Student complete the ESL program and transition to ABE/ASE, CTE and Post-Secondary
Assumptions <ul style="list-style-type: none"> Enrolled students are willing to complete rigorous programs to achieve expected goals Education agencies offer effective programs to support adult learner literacy needs, pathway progression options, industry-recognized certifications Social supports are accessible to mitigate student barriers to timely program completion Financial assistance/aid is available for qualified students Viable pathways are offered for sustainable wage, growth and demand careers 		External Factors <ul style="list-style-type: none"> Changes in demographics Increase in lower level ESL Class demand Expanded marketing information K-12 Parent Outreach Political climate (i.e. Student afraid to come to school, Mt. SAC area - Chinese students leaving US) Economic uncertainty Staff retention - current high turnover Technology - access, integration, Access to Child care Access to Transportation 			

The overview guide and support information can be found in the Consortium Resource Guides folder (google drive) here:

<https://tinyurl.com/y2gqxc5>

The summary guide PDF can also be found on the Consortium website under Work Groups along with the Google Drive link.