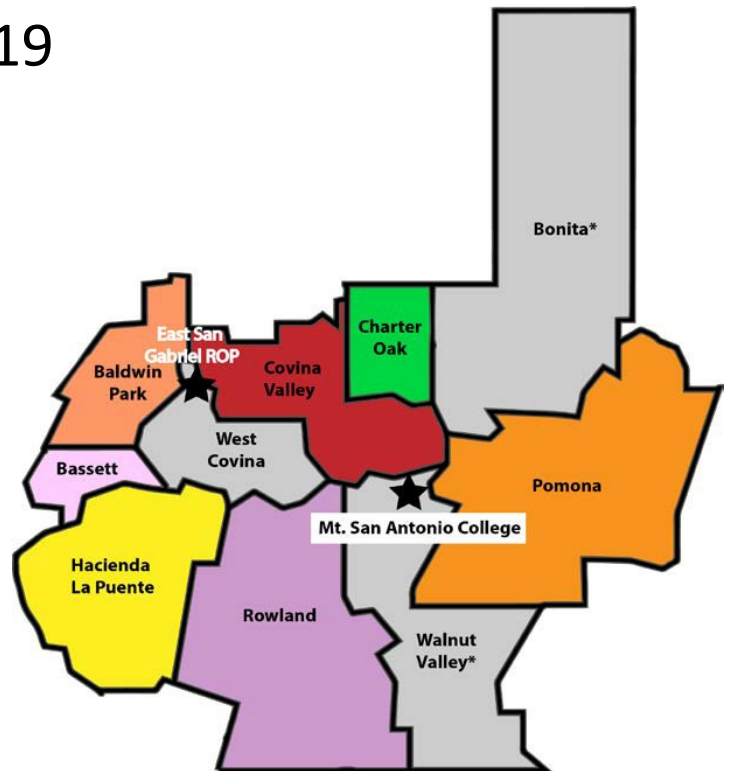


Mt. SAC

Regional Consortium for Adult Education

Consortium Best Practices

Resource Guide April 2019



www.mtsac-rc.org

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Bassett Unified School District

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www.bassettadulthoodschool.com

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Adult Education Main Campus

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www.cousd.net/adulted

Tri-Community Adult Education

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Trade-Tech Academy

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www.esgvrop.org

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Mt. SAC Regional Consortium for Adult Education

Work Group Resource Guide – Spring 2019

Introduction

The Mount San Antonio Regional Consortium for Adult Education was formed in 2015 as a result of AB 86 Legislation. The consortium is comprised of nine member organizations:

- Baldwin Park Unified School District
- Bassett Unified School District
- Charter Oak Unified School District
- Covina-Valley Unified School District (Tri-Community)
- East San Gabriel Valley Regional Occupation Center
- Hacienda La Puente Unified School District
- Mt. San Antonio College
- Pomona Unified School District
- Rowland Unified School District

Consortium Work Groups were formed based on the six program areas outlined in the legislation: 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 (ESL). Each section of this Resource Guide is devoted to the ongoing work of each identified Work Group.

Members of the Work Groups are tasked with reviewing consortium objectives, identifying barriers to student achievement, and collaborating to solve problems. The groups function as communities of learners who share values and beliefs and who actively engage in learning from one another. Each group is represented by teachers and administrators where the programs are currently offered. They meet once a month at a time and location determined by the membership. They also meet annually across programs to share their ongoing work with other Work Groups throughout the consortium.

This Resource Guide was developed as a Work in Progress to assist teachers in understanding the various adult education programs and offerings throughout the consortium and to provide teachers, administrators and counselors with resources to address the needs of the students they serve.

All guide support information can be found in the Consortium Resource Guides folder (google drive) here: <https://tinyurl.com/y2gqxc5>

SECTION 1

Adult Basic Education/Adult Secondary Education (ABE/ASE):

Programs in elementary and secondary basic skills include programs leading to a high school diploma or high school equivalency certificate. Courses offer remediation in math, writing, and reading, and provide assistance to students in moving from pre-literacy levels to college preparation. The purpose of this group is to collaborate on program alignment and curriculum development to ensure comprehensive and cohesive programs for students throughout the region. They have created a crosswalk for achievement in writing based on the College and Career Readiness Standards and identified benchmark competencies based on CASAS. They are currently working on providing resources that will assist teachers in all subject areas in addressing reading strategies that would help prepare their students for post-secondary education and careers.

Member organizations who provided input to this Work Group are:

- Baldwin Park Unified School District
- Bassett Unified School District
- Charter Oak Unified School District
- Covina Unified School District (Tri-Community)
- Hacienda La Puente Unified School District
- Mt. San Antonio College
- Pomona Unified School District
- Rowland Unified School District

This section includes a sample of the materials generated by this Work Group. Additional materials may be found in the Adult Basic / Secondary Education folder.

Documents Included:

- Table of Contents for Reading Resources
- Calling Card
- Reading Standards Simplified
- Interventions
- CCTE Industry Sectors Chart

ABE/ASE TABLE OF CONTENTS

READING RESOURCES

READ ME FIRST

ACADEMIC WORD LIST

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TOP FOUR SPELLING RULES

WORD ANALYSIS

GRAPHIC ORGANIZER

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BIBLIOGRAPHY

VOCABULARY AND READING STRATEGIES

READ ME FIRST

GRAPHIC ORGANIZERS

INSTRUCTIONAL STRATEGIES

READING ROCKETS

INTERVENTIONS

BIBLIOGRAPHY

INTEGRATED EDUCATION AND TRAINING

READ ME FIRST

CCTE CHART AND BIBLIOGRAPHY

BIBLIOGRAPHY

<p>Mt SAC Consortium Regional Consortium for Adult Education ABE ASE Work Group</p> <p>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</p> <p>TinyURL.com/AdultedReadingStrategies</p>	<p>Mt SAC Consortium Regional Consortium for Adult Education ABE ASE Work Group</p> <p>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</p> <p>TinyURL.com/AdultedReadingStrategies</p>
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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

<p>Assignments that can lead to improvement</p>	<p>Reading Resources</p> <p>Reading Strategies</p> <p>Questions to ask for Understanding</p>	<p>Vocabulary Resources</p> <p>501 Vocabulary Questions</p>	<p>Reading Strategies</p> <p>Reading Comprehension</p> <p>501 Reading Comprehension Questions</p>	<p>IET Applications</p> <p>Graphic Organizers</p> <p>Analyzing the Question</p>	<p>Text Help</p> <p>Graphic Organizers</p>	<p>Educational Search Engines</p> <p>Google Scholar</p>
<p>California Standards that apply</p>	<p>Reading Standards for Foundational Skills K-5 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Language Standards 6-12 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p>Reading Standards CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Reading Standards CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)</p>	<p>Reading Standards CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)</p>	<p>Reading Standards for Literacy in History and Social Studies Integration of Knowledge and Ideas: 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p>

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>

<p>CCR Anchor 1: Understand material that was read, and use examples from the material to help explain it</p>	<p>Know the key details from the reading.</p>	<p>Be able to point out the who, what, when, and where.</p>	<p>Use details and examples from the reading to explain the material. Be able to quote from the reading.</p>	<p>Use evidence from the reading to be able to summarize the subject or subjects covered.</p>	<p>Give several pieces of evidence from the reading to support your analysis of the material, give precise details of the text.</p>
<p>CCR Anchor 2: Determine the main point or theme of the reading. Summarize key details and ideas.</p>	<p>Find out what the main topic and key details are.</p>	<p>Show how details support the main idea.</p>	<p>Summarize the text, using details from the reading. Determine the theme of the text (story, drama, or poem)</p>	<p>Explain how details from the text show the theme or main idea.</p>	<p>Understand how the main idea of the reading develops as the story goes on. Summarize complex reading into simpler terms</p>
<p>CCR Anchor 3: Notice how and why individual, events and ideas change over the course of the reading.</p>	<p>Describe how two individuals, events, pieces of information or ideas are connected.</p>	<p>Be able to understand that certain information follows a time format.(History, scientific, or technical steps)</p>	<p>Explain events, procedures, or ideas using “what happened and why it happened” from the text.</p>	<p>See how characters and ideas are connected and how they are different. Be able to follow multistep instructions.</p>	<p>Analyze ideas and events and how they developed over the course of the reading Know if earlier events caused later ones in the reading.</p>

CCR Anchor 4: Interpret words and phrases in the reading, and understand how they shape the meaning of the story.	Ask and answer questions to help you find the meaning of words and phrases.	Know the meaning of words directly related to the reading or a subject.	Find the meaning of words and phrases directly related to the topic or subject. Be able to point out metaphors and similes.	Know how the meaning of a word can impact the theme or tone in the text.	Be able to notice the difference in text when written for different subjects.(assembly instruction compared to fiction novels)
CCR Anchor 5: Analyze the reading to see how the text relates to each other throughout.	Be able to locate key facts and details from headings, table of contents, glossaries and or icons.	Know and use text features like bold print, captions, glossaries, and icons to find key facts. Know how to use search tools to locate important information.	Describe the structure of the text, as in cause/effect, problem/solution, order of events, or comparison. Be able to compare two different text.	Notice how certain sentences or paragraphs fit into and contribute to the reading. Notice how the structure of the writing contributes to the material.	Analyze how the author uses certain parts of the text to show his or her point or argument. Notice if the way the reading is structured if it helps prove the authors point or idea.
CCR Anchor 6: See how the point of view tells the story or text		Find the main purpose of the reading, what does the author want to explain, answer, or describe. Compare between your point of view and the authors.	See the difference from multiple points of view (His side/Her side) of the same story. How does the authors point of view influence the story.	Find how the author fights against his point of view, and notices the other persons point of view. Point out certain words or phrases that proves the authors point of view.	How does the author convince you that he/she is right in her point of view? Be able to notice satire, sarcasm, irony, or an understatement. Compare the point of view of two or more authors and see

					similarities and differences.
CCR Anchor 7: Understand material in different formats.(written, spoken, diagrams, illustration, and online)	Use illustrations and details to get the main ideas of the material.	Use illustrations and text from the reading to get the who, what, when, where, and why? Explain how the illustrations help support what the reading is.	Know how information given orally, visually or illustrated helps prove the point in the written material. Be able to find information from books or online to answer questions quickly.	Understand different formats (written, media, online, charts, or illustrations) to get a good idea of the subject or issue. Be able to combine written text and visual information.	Prove your point using written work or digital work. Take information given in writing and show it in a visual form. Use different sources to address a question or answer a problem.
CCR Anchor 8: Describe the arguments an author gives in the writing to prove their point.	How does the author support his/her point.(details, facts)	How do the reasons given by the author support the main point.	Explain how the uses certain reasons or evidence to support certain information in the text.	Be able to tell if the points the author provides are valid or make sense.	Be able to tell if the points that the author provides are valid and single out the points that seem false or unreliable.
CCR Anchor 9: Analyze how two or more text have the same theme or topic and use them to gain knowledge about the subject. Also be able to compare two or more different text.	Identify similarities and differences between two text on the same subject.	Compare and contrast key details in two different text to each other.	Get information from several text material to either speak or write something about the subject in an educated manner.	Identify two or more text with conflicting information on the same subject and be able to tell where the conflicting information is.	Analyze historical US documents and important historical documents and understand why they are important. (Gettysburg address, I Have a Dream Speech) Analyze 17 th 18 th 19 th century historical documents and

					understand what they mean not only then but how they relate to present day. (Bill of Right, Declaration of Independence, and The Constitution) Compare and contrast your findings on a subject to other sources and see how they are similar and how they are different.

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 Testing out an idea to see what happens	Viewing real life videos (YouTube, instructional demonstrations) Participating in internships, service learning Hearing experts, interviewing experts Peer assessment	Creating PowerPoint slide shows or create a website and content is a summary of lessons in the semester Making diagrams, charts, and timelines that help illustrate content	Field trips Internships 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>

Foundation Standards	Hypothetical Situations	Simulated Conditions	Projects within an authentic activity	Full participation in a real-world activity
1. Academics				
2. Communications				
3. Career Planning and Management				
4. Technology				
5. Problem Solving and Critical Thinking				
6. Health and Safety				
7. Responsibility and Flexibility				
8. Ethics and Legal Responsibilities				
9. Leadership and Teamwork				
10. Technical Knowledge and Skills				
11. Demonstration and Application				

Resources:

Brennan, Jonathan. Choosing a Good Road: High School Success. 2011 Print.

California State Board of Education. California Career Technical Education Model Curriculum Standards. 2005 Print.

On Course I Workshop. Helping Colleges Improve Student Success and Retention. Wadsworth, Cengage Learning. 2013. Print.

CAEP Workgroup assignment

SECTION 2

Adults Training for Child School Success (ATCSS):

This subject area provides programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. After researching the components of a balanced Family Literacy Program, the group identified the following components for a balanced Family Literacy program: Child Development, Parenting, Parent and Child Together (PACT) and Adult Education. The program models vary across the consortium from court ordered programs to family education classes that serve our communities.

They have aligned course descriptions to Family Literacy standards and created a Welcome Letter for Parents informing them of program changes. They have begun the task of identifying instructional resources and assessments to measure achievement. They are implementing portfolios with their students as a means of assessing student progress and recording reflections on topics addressed.

Member organizations who provided input to this Work Group are:

- Charter Oak Unified School District
- Hacienda La Puente Unified School District

This section includes a sample of the materials generated by this Work Group. Additional materials may be found in the Adults Training for Child School Success folder.

Documents Included:

- Parent Letter
- Sample Course Description

SAMPLE

Dear Parents,

This course will provide a minimum 12 hours of instruction using multiple methods of teaching to include PowerPoints, discussion and active participation from our parents in attendance. The curriculum is compiled to enhance, encourage and support new ideas/methods which is designed to assist your child, the parent and the family as a whole.

As it is in parenting consistency is number one to be effective and our program is designed for commitment by the parent to fulfill the minimum 12 hours of completion. The focus areas on Adult Education, Parenting Education, Children's Education and (PACT) Parent and Child Together.

We are excited to offer such a unique program with varies support and look forward to working together with you.

Sincerely,

Parent Ed Instructor

SAMPLE Family Literacy Course Description

* Denotes a required field.

Credits: N/A

* **Hours/Length:**

*Course Description:

All definitions include the four components of family literacy 1) adult education; 2) early childhood education; 3) parent education and support; and 4) parent and child together time.

Services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences. (Workforce Investment Act: Title II - Adult Education and Family Literacy Section 203)

*Prerequisites:

*Repetition Policy:

Promoting Family Members' Growth and Development

Strengthening the Family System

Fostering Health, Nutrition, and Safety

Meeting Family Needs and Responsibilities

Promoting Family Literacy

Draft Standards, final version subject to approval by CDE.

- 1.1 Identify, create, and engage in literacy activities that parents and children can participate in together (e.g., developing language, telling stories, reading aloud, writing stories and letters).
- 1.2 Take advantage of reading and writing opportunities that present themselves in everyday life (e.g., preparing grocery lists, reading aloud road signs, food labels) as literacy activities.

- 1.3 Create a literacy-supportive environment (e.g., a special place for reading, materials available for writing).
- 1.4 Understand the benefits of interactive literacy activities for both parents and children (e.g., improvement of parent's and development of children's basic skills).
- 1.5 Model reading and writing behaviors that promote literacy in children.
- 1.6 Identify age-appropriate literacy activities for children of different ages (e.g., infants, toddlers, pre-schoolers, children in grades kindergarten to twelve (K-12)).
- 1.7 Recognize the importance of age-appropriate literacy activities to success in school.
- 1.8 Engage in parenting education activities at children's school(s).
- 1.9 Understand various reading levels and choose books appropriate for school-age children.
- 1.10 Understand various reading levels and choose books appropriate for school-age children.

<https://www.otan.us/cob/index.cfm?fuseaction=home>

SAMPLE

Adults Training Children for School Success

Portfolio Contents

Overview

Studies show that parent involvement in a child's education is one of the strongest indicators of achievement. A **portfolio** is a living and changing collection of records that reflect your accomplishments, skills, experiences, and attributes. It highlights and showcases samples of some of your best work, along with life experiences, values and achievements. The purpose of a Family Literacy Portfolio is to document parent-child relationships over time. The entries selected for inclusion in the portfolio should reflect that purpose. Parents and children may want to include in portfolios, pictures, written reflections, actual products or works-in-progress from joint parent-child literacy activities.

SECTION I: Child Development

What to include: Information and activities to promote the growth and development of children and to engage parents in their child's educational program.

SECTION II: Parent and Child Together (PACT)

What to include: Examples of parents and children interacting together as a family unit, including play, reciprocal learning activities, family literacy-focused activities.

SECTION III: Parenting

What to include: Information on effective life skills, issues critical in the lives of families, conflict resolution, drug and alcohol awareness, anger management, community resources.

SECTION I SECTION IV: Adult Education

What to include: Information on where to go to extend basic education skills, activities to promote critical and creative thinking, goal-setting, problem solving, interpersonal skills.

SECTION 3

Adults with Disabilities (AWD):

This program serves adults with Intellectual and Developmental Disabilities (ID/DD). As defined by the California Welfare and Institutions code, ID/DD includes “intellectual disability, cerebral palsy, seizure disorders and autism spectrum disorders”. The students require significant support in learning, cognition, communication and socialization to access and benefit from course content. In addition, many students face educational obstacles such as poverty, isolation, marginalization and limited academic and community access. These students frequently need the resources and support to become self-aware, self-determination and empowered to advocate for their needs. The focus of AWD is on individuals who are 22 years of age or older who have either graduated or aged out of K-12 public education provided under IDEA. The majority of the students are SSE/SSA recipients, and their circle of support frequently includes the Regional Center, Group Home staff and Community based coaching services.

The purpose of this Work Group is to stay abreast of changing legislation for Adults with Disabilities and identify research and best practices that are most likely to lead to increased autonomy, independence and Competitive Integrated Employment.

Member organizations who provided input to this Work Group are:

- Hacienda La Puente Unified School District
- Mt. San Antonio College

This section includes a sample of the materials generated by this Work Group. Additional materials may be found in the Adult with Disabilities folder.

Documents Included:

- Program matrix (Scope and Sequence)
- FAQ page
- Resource List

<p>AWD Pathways to Independence Updated March 2019 Draft</p>	<p>Pre-Requisite Skills</p>	<p>Functional Life Skills</p>	<p>Cross-Program</p>	<p>Pre-Employment/ Supported Employment/ Work Activities</p>	<p>Competitive Integrated Employment</p>
<p>Driver</p>	<p>Individualized Educational Program (IEP)</p>	<p>Individualized Program Plan (IPP)</p>	<p>SEAP Ed Plan Productivity Data Interviews Exit IPPs</p>	<p>Individualized Program Plan (IPP)</p>	<p>Individualized Program Plan (IPP)</p>
<p>Funding</p>	<p>Department of Education (K-12) Regional Center Department of Rehab</p>	<p>Regional Center Adult & Continuing Education Department of Rehab</p>	<p>SEAP Regional Center <i>Interagency Collaboration</i></p>	<p>Regional Center Adult & Continuing Education Department of Rehab</p>	<p>Regional Center Adult & Continuing Education Department of Rehab?</p>
<p>Details</p>	<p>High School Transition Experiential Functional</p>	<p>Bridges to Employment Vocational Training Experiential on Campus Mobility Training Safety</p>	<p>Mt. SAC Orientation CASAS Assessment Follow Up Services Dual Enrollment Open Lab HLPAE Situational Assessment</p>	<p>Safety Adult & Continuing Education Mt. SAC / HLPAE Soft Skills Social Skills for Employment Employment Experiential Learning (community based) HLPAE Work Activity (workshop)</p>	<p>Job Placement HLPAE Supportive Employment</p>
<p><i>In Progress</i> Needs</p>	<p>Consortium Best Practice Resources</p>	<p><i>Mt. SAC Life Skills Course</i></p>	<p>Transportation https://tinyurl.com/y2gqkxk5</p>	<p>CTE Programs Internships, apprenticeships, certificate programs</p>	<p>Job Developer</p>

Glossary:

- **CASAS Powers Assessment** – Skills based assessment for people with intellectual disabilities.
- **Competitive Integrated Employment (CIE)** - People with disabilities have the same right to work at a job that pays them minimum wage or more, in a place that has people with and without disabilities working together, with the same advancement opportunities for all workers.
- **Curriculum based assessment** - are assignments, activities, or exercises that are done as part of a class, but that are used to provide assessment data about a particular learning outcome. The course instructor and/or other evaluators can evaluate the student work, often using a rubric.
- **Experiential Learning** - a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.
- **Individualized Educational Program (IEP)** - is a written education plan to meet the K-12 and transition program learning needs. Public education services are driven by the IEP.
- **Individualized Program Plan (IPP)** – is a person centered plan for persons with intellectual disabilities from age 3 through the end of life that outlines both long and short term goals. Regional Center services are driven by the IPP.
- **Situational assessment** - consists of having the student work in the proposed work environment/job classification under supervision of the instructor/ job coach. Observations and reports are made based on the individual's performance that may include work skills, social skills, behavior, physical performance, work habits, mobility skills and attendance. The assessment can take place over a 10 to 20 day period of time and the results provide vocational information/student readiness for employment options.
- **Student Equity and Achievement Program (SEAP)** – core student services and support programs at the community college including orientation, assessment, education planning and follow up services.
- **Support Employment Program (SEP)** – supports and services that allow people with disabilities, including intellectual disabilities, mental health, and traumatic brain injury, among others, to obtain and retain employment. Individuals working in a small supervised group paid program.

Pathways for success of all students:

1. Does the student have a vision for his life and future? How they want to live as an adult?
(If yes, move ahead, if no, take a class or do additional assessments to increase self-determination.)
2. Does the student have a vocational goal?
(If yes, move ahead, if not, refer to career center or career development classes.)
3. Does the student understand the pre-requisites for this goal such as personal characteristics, physical requirements, and educational requirements? (If yes, move ahead, if no refer to career center or career development classes.)
4. Is the goal realistic based on student's Summary of Performance (academic records, work experience, physical abilities and assessments)?
If yes, move ahead to counselor for an education plan. If not, what are the next possible steps?
 - A. Further assessment or courses to determine student's strengths, preferences, learning style and areas that need improvement.
 - B. Courses to help students define and articulate their needs (self-advocacy).
 - C. Are there accommodations or services that would allow this student to reach their goal (AAC, AT, ESL, ABE, DSPS, SEP) remedial courses, or other traditional work supports?
 - D. What services could help them determine a more realistic goal? What are their current support services? Do they have Regional Center support serving intellectual disabilities, Vocational Rehab services for a physical or other disability, mental health services for a mental health issue for those with mental health issues, services for veterans or foster youth, or a connection to the Center for Independent Living for any disability?
If yes, can we collaborate with these services? If not, what referrals are appropriate?

Resources

Free assessment resources

Self-awareness

O*NET Resource center: The gateway portal for career exploration tools, including:
<https://www.onetcenter.org/>

O*NET Ability Profiler – A self-assessment tool that helps individuals find their strengths and the occupations that match them. <https://www.onetcenter.org/AP.html>

O*NET Interest Profiler – A self-assessment tool that helps individuals discover what types of work activities they would like. <https://www.onetcenter.org/IP.html>

O*NET Computerized Interest Profiler – A computer-generated version of the Interest Profiler vocational interest assessment. <https://www.onetcenter.org/IP.html>

O*NET Work Importance Locator – A self-assessment tool that helps individuals pinpoint what is important to them in a job. <https://www.onetcenter.org/WIL.html>

O*NET Work Importance Profiler – A computer-generated version of the Work Importance Locator. <https://www.onetcenter.org/WIL.html>

National Collaborative on workforce and disability: <http://www.ncwd-youth.info>

A Guide for Professionals Serving Youth with Educational And Career Development Challenges:

<http://www.ncwd-youth.info/wp-content/uploads/2016/10/AssessGuideComplete.pdf>

Career exploration:

My Next Move is a 2011 O*NET career exploration tool designed for easy use by students, youth and others interested in finding out about different occupations, careers, and industries. It also features a section titled, "I'm not really sure", that is designed to help users develop and match a profile of their individual interests with different kinds of careers. <https://www.mynextmove.org/explore/ip>
<http://www.californiacareers.info/>

The California Career Resource Network (CalCRN) program in the California Department of Education provides career development information and resources to support development of the critical career self-management skills necessary for success in today's world of work.

<https://www.cacareerzone.org/> is a web-based career exploration system providing four easy to use career assessment tools and information on over 900 California occupations.

https://edd.ca.gov/Office_Locator/: American Job Centers

<http://www.cde.ca.gov/ci/ct/we/index.asp>: California DOE: Career and College Transition Division

<https://www.dol.gov/odep/topics/youth/softskills/> : The U.S. Department of Labor's Office of Disability Employment Policy (ODEP) provides national leadership on disability employment policy by developing

and influencing the use of evidence-based disability employment policies and practices, building collaborative partnerships, and delivering authoritative and credible data on employment of people with disabilities

<https://www.dol.gov/odep/ietoolkit/publications/375.pdf>

<https://www.socalroc.com/>

<http://www.cde.ca.gov/ci/ct/>

Preparing for Post- secondary Education and training:

www.wintac.org Workforce innovation Technical assistance center

www.thinkcollege.net

<http://www.educationplanner.org/students/index.shtml>

College and Career readiness assessment:

https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Webinars/College-Readiness_Assessment.pdf

Employability and life skills assessment: http://www.ocali.org/up_doc/ELSA_14_21.pdf

Study skills assessment: <https://www.uhcl.edu/counseling-services/resources/documents/handouts/study-skills-assessment.pdf>

Executive skills Questionnaire: <https://www.uhcl.edu/counseling-services/resources/documents/handouts/study-skills-assessment.pdf>


Life and career assessment Matrix:

https://transitionta.org/sites/default/files/T%26DS%20LCAM%20Generic%2010_06_14.pdf

Department of Rehabilitation Services:

<https://www.dor.ca.gov/DOR-Locations/code/branch.asp?branch=550-10>

Youth Leadership Forum (YLF): www.rehab.cahwnet.gov/YLF/ Youth Leadership Forum for Students with Disabilities

SSA determination at 18: <https://www.ssa.gov/redbook/http://www.socialsecurity.gov/ssi/text-cdrsussi.htm> (800-772-1213 or TTY 800-325-0778) 

www.dpss.lacounty.gov/wps/portal/dpss/main/programs-and-services

Transportation and safety skills:

<https://www.gallaudet.edu/clerc-center/info-to-go/transition/students-on-thego.html>

<https://www.disability.gov/resource/disability-govs-guide-transportation/>

www.nadtc.org/resources-publications/transportation-education-curriculum

<https://www.cdph.ca.gov/AllofUs>

[www.ots.ca.gov/Media and Research/Campaigns/Ped Safety/default.asp](http://www.ots.ca.gov/Media_and_Research/Campaigns/Ped_Safety/default.asp)<https://www.uber.com/info/rider-safety-tips/>

<https://www.metro.net/riding/riders-disabilities/>

[www.accessla.org/other mobility resources/free fare.html](http://www.accessla.org/other_mobility_resources/free_fare.html)

www.accessla.org/uploads/files/TransitEvalAppEng.pdf

www.wikihow.com/Use-Uber

www.uber.com/

Am I ready for college? Article for parents and students.

<http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/AreYouReadyforCollege.pdf>

Resource for Parents:

<http://www.going-to-college.org/myplace/index.html>

Understanding the 504 accommodations in college:

<https://www.heath.gwu.edu/transitioning-high-school-college-spotlight-section-504>

SECTION 4

Career Technical Education/Apprenticeship (CTE):

Programs in career technical education are short term in nature and have high employment potential. They include pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area. A variety of programs are offered throughout the region providing training through certificate and degree programs in CTE career pathways. The consortium collaborates with regional partners to be responsive to market demands and close the skills gap in California's labor force.

Career Technical Education programs throughout the region focus on the following priorities:

Workforce Reentry — programs for adults, including, but not limited to, older adults, that are primarily related to entry or re-entry into the workforce.

Pre-Apprenticeship — programs offering training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

This Work Group has created a career ladder, “Steps to Success”, that outlines the progression toward college and career, and a Career Pathway document for each school identifying programs, hours required for completion, and possible industry certificates/licenses earned. They have been instrumental in the establishment and implementation of Integrated Education and Training (IET) programs by member institutions and provided workshops on the use of instructional technology to enhance learning. They have also created a document identifying CTE programs by district that are available across the consortium and a draft for a Work-based Readiness Course with online content.

Member organizations who provided input to this Work Group are:

- Baldwin Park Unified School District
- Bassett Unified School District
- Charter Oak Unified School District
- Covina Unified School District (Tri-Community)
- East San Gabriel Valley Regional Occupation Center
- Hacienda La Puente Unified School District
- Mt. San Antonio College
- Pomona Unified School District

This section includes a sample of the materials generated by this Work Group. Additional materials may be found in the Career Technical Education folder.

Documents Included:

- CTE career ladder
- Sample of district pathways document (Bassett)
- CTE Programs by District

BRIDGING THE GAP

Higher Education

Employment



Certificate of Completion

Job / Employment Skills

Passing Final Exam - Completer

Progress within Program (Benchmarks)

CTE Program Assessment & Evaluation

Adult School and CTE Orientation

Basic Skills (Math & English) / Learning Habits (If needed)

Post Secondary Entrance Assessment

Work, GED/High School Diploma or ESL

VESL (if needed)

ESL/Citizenship

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		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	Professional Security Officer 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: Hacheinda 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)			•					

CTE Programs by Districts

	BP: Baldwin Park Adult & Community Education	BAS: Bassett Adult School	HLP: Haceinda 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
<i>Trades</i>								
Apparel Design & Construction					•			
Automotive Technician			•	•				
Child Care Professional			•				•	
CNC Machinist/Master CAM			•		•			
Combination Welding/Welding			•	•		•		
Commercial Photography						•		•
Computer Repair/Networking			•					
Cosmetology/Barber	•		•	•	•			
Culinary Arts	•		•	•				•
Electrician/Electronic Service Technician		•		•				
Heating Ventilation /Air Conditioning (HVAC)	•	•	•	•		•	•	
Child Development			•					
Engineering Project Lead the Way (PLTW)								•
Floral Design			•	•				
Major Appliance Service/Repair			•					
Private Security Training Advanced		•	•					
Water Technology (Distribution/Treatment)		•	•	•				
Automotive Service	•		•					
Mobile App/Video Capstone								•
Biometrical-Project Lead the Way (PLTW)								•
Fire Science Academic								•
Visual and Performing Arts (VAPA)								
Sewing Tailoring				•				
Court Reporting				•		•		
Welding			•	•		•		
Notary			•					

SECTION 5

Counselors and Support Staff (CSS):

Counselors and support staff assist students with enrollment, placement, and academic and career counseling. Since many counselors are new to adult education, this group identified a need to develop a handbook to assist them in understanding the unique needs of adult students.

Member organizations who provided input to this Work Group are:

- Baldwin Park Unified School District
- Bassett Unified School District
- Charter Oak Unified School District
- Covina-Valley Unified School District (Tri-Community)
- East San Gabriel Valley Regional Occupation Center
- Hacienda La Puente Unified School District
- Mt. San Antonio College
- Pomona Unified School District
- Rowland Unified School District

This section includes a sample of the materials generated by this Work Group. Additional materials may be found in the Counseling Student Support folder.

Documents Included:

- Table of Contents for Handbook
- Introduction and Purpose

Mt. San Antonio Regional Consortium for Adult Education

Counselor and Support Services Handbook

Table of Contents

Intake

- Education & Experiential Background
- Transcripts
- Test Scores
- Pre-requisites

Assessment

- CASAS
- Career Assessments/Interest Inventories

Goal Setting

- Resources
- Labor Market Information

Overcoming Barriers

- Child Care
- Financial Aid
- Transportation
- Disabilities

Orientation

- Cost Overview
- Attendance Policies
- On Campus Resources
- Outside Resources/Partners
- Citizens' Guide to County Service in English and Spanish:
<https://www.lacounty.gov/government/county-services/citizens-guide>

Ongoing Guidance and Support

Program Completion, Transition and Follow-up

Placement: Employment/Post-secondary

NOTE: Much of this handbook is still under development. The accessible version will be periodically updated when possible.

Mt. San Antonio Regional Consortium for Adult Education

Counseling and Support Services Handbook

Introduction

The guiding principle for the Mt. San Antonio Regional Consortium for Adult Education is to maximize every student's potential by providing lifelong educational opportunities. The way of achieving that goal has been greatly influenced by change at the state, national, and even global levels. Of the world's 30 largest free-market economies, the United States is the only nation where young adults today are less educated than the previous generation. For the United States to maintain its historically competitive advantage, educational reform must be undertaken in earnest. Over the past decade, strategies have been developed and reforms have been implemented to provide every student with the knowledge and skills to succeed.

Assembly Bill 86 (AB 86) outlined expectations for consortium development as well as planning and implementation requirements to establish the Adult Education Consortium Program. AB 86 provided the opportunity for developing the statewide collaboration and regional approach needed to maximize the state's return on its investment in adult education. It provided focused priorities and a new regional design for adult education programs based on the states critical educational and workforce needs.

Purpose

This handbook had been developed to provide a regional framework for addressing the role of counseling and support services in adult education. Counseling and support services are performed by professional counselors, by adult education administrators and teachers, by practitioners in related agencies, and by paraprofessional counselor aides. They work with students, staff and community to assist students in making decisions and to utilize educational opportunity to the fullest.

Adult education emphasizes personal development, career development and postsecondary education. Counselors and support staff provide supplemental services to enhance success with general educational and career development. Their efforts help adults plan and participate effectively in educational programs and to relate such participation to their life roles in work, family, and the community. Counseling related to adult education uses support materials and assessment procedures for planning regarding a wide range of topics and adult life roles. Information services include mediated and interpersonal marketing and recruitment activities.

SECTION 6

Programs for Immigrants (ESL):

Programs for immigrants includes instruction in citizenship, English as a second language, and workforce preparation. Instruction is leveled by proficiency (e.g., beginning low/high, intermediate low/high, advanced low/high) although multi-level courses may be necessary in response to enrollment numbers. Course content integrates skills such as speaking, reading, writing, grammar, idioms, pronunciation, and vocabulary and often uses English needed for success in the workplace, the community, or academic settings as a vehicle for instruction.

The group identified need to assist students in moving forward through each competency level. They began by identifying the competencies for each level of proficiency based on the ESL standards. The Progress Report and Rubric was developed as a means of sharing student progress and helping students identify areas of need. They are currently working on the identification of instructional resources to motivate and accelerate student progress toward proficiency.

Member organizations who provided input to this Work Group are:

- Baldwin Park Unified School District
- Bassett Unified School
- Charter Oak Unified School District
- Covina Unified School District (Tri-Community)
- Hacienda La Puente Unified School District
- Mt. San Antonio College
- Pomona Unified School District
- Rowland Unified School District

This section includes a sample of the materials generated by this Work Group. Additional materials may be found in the English as a Second Language folder.

Documents Included:

- Progress Report and Rubric
- List of online resource links

ESL Student Progress Report

STUDENT INFORMATION				
First Name			Last Name	
ID #			Level	
Teacher			District	
DOB (optional)				

ACADEMIC SKILLS							
MIDTERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	END OF TERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Listening				Listening			
Speaking				Speaking			
Reading				Reading			
Writing				Writing			
Grammar				Grammar			

CLASSROOM PARTICIPATION									
MIDTERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS			END OF TERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS		
Attendance					Attendance				
	ALWAYS	USUALLY	RARELY			ALWAYS	USUALLY	RARELY	
Homework Completion					Homework Completion				
	HIGH	AVERAGE	LOW			HIGH	AVERAGE	LOW	
Class Engagement					Class Engagement				
Digital Literacy					Digital Literacy				
Preparedness					Preparedness				
Punctuality					Punctuality				

TEST SCORES					
MIDTERM	FORM	SCORE	END OF TERM	FORM	SCORE
CASAS Pretest			CASAS Post-Test		
CASAS Post-Test			CASAS Post-Test		
Other Tests			Other Tests		

COMMENTS	
Midterm	End of Term

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

The following represents “Satisfactory” performance at each proficiency level.

Criteria	Beginning	Intermediate	Advanced
Listening	<p><i>Demonstrates understanding of:</i></p> <ul style="list-style-type: none"> • Introductions, greetings and everyday classroom interactions • Simple questions and statements • Simple instructions and commands 	<p><i>Demonstrates understanding of:</i></p> <ul style="list-style-type: none"> • Directions using sequence words such as “before” and “after” • Basic everyday idioms • Speech related to familiar topics 	<p><i>Demonstrates understanding of:</i></p> <ul style="list-style-type: none"> • Advice related to daily and emergency situations • Main ideas and supporting detail of info presented in diverse media and formats • Level appropriate conversations with native and non-native speakers of English • Formal and informal speech
Speaking	<ul style="list-style-type: none"> • Asks and answers simple questions • Discusses familiar topics using previously learned vocabulary • Expresses needs, goals, and wants 	<ul style="list-style-type: none"> • Asks for and gives directions using sequence words • Discusses key current events and news items • Discusses and clarify simple reading 	<ul style="list-style-type: none"> • Participates in class discussions and presentations • Converses with increased fluency in a variety of social situations • Uses appropriate language and idiomatic expressions • Uses accurate pronunciation
Reading	<ul style="list-style-type: none"> • Reads and follows written classroom directions and assignment instructions • Scans basic text for key information about daily schedules • Reads short conversations 	<ul style="list-style-type: none"> • Interprets simple narrative and descriptive passages on unfamiliar topics if material includes visual or other cues • Predicts meaning of unfamiliar vocabulary through contextual clues • Identifies the main idea of a paragraph 	<ul style="list-style-type: none"> • Reads stories and summarizes reading passages • Interprets authentic materials with controlled vocabulary on familiar subjects • Applies appropriate reading strategies on unfamiliar topics or technical information • Reads and interprets graphs, charts, and maps
Writing	<ul style="list-style-type: none"> • Writes simple sentences and short paragraphs related to class work • Fills out simplified forms that require personal information • Writes appropriate responses to questions about key information in a text 	<ul style="list-style-type: none"> • Summarizes a paragraph or short passage • Takes notes from a short presentation • Writes a two-paragraph essay on a familiar topic 	<ul style="list-style-type: none"> • Takes notes from media presentations, lectures and interviews • Writes summaries of reading passages • Uses prewriting strategies and strengthens writing by revising and editing three-five paragraph essays • Completes a wide variety of authentic forms, e.g. credit card applications
Grammar	<p><i>Demonstrates an understanding of:</i></p> <ul style="list-style-type: none"> • The verb “to be” in simple present and simple past • Simple present and simple past of regular verbs • Subject, object, and possessive pronouns • Common prepositions of time and location 	<p><i>Demonstrates an understanding of:</i></p> <ul style="list-style-type: none"> • The difference between simple present, simple past, and present perfect • Comparatives and superlatives • Expressions with modals • Infinitives and gerunds 	<p><i>Demonstrates an understanding of:</i></p> <ul style="list-style-type: none"> • Appropriate use of ALL verb tenses • Real and unreal conditionals • Passive and active voice • Noun, adjective, and adverb clauses • Direct and reported speech

Instructor Resource Links

CASAS (California Adult Student Assessment System)

<https://www.casas.org/>

CASAS is a nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults.

CALPRO - California Adult Literacy Professional Development Project

<https://www.calpro-online.org/>

CALIFORNIA ADULT LITERACY PROFESSIONAL DEVELOPMENT PROJECT

A State Leadership Project of the California Department of Education, Adult Education Office

Providing Professional Learning To Improve Student Learning

California Council for Adult Education (CCAЕ)

<https://www.ccaestate.org/>

California Council for Adult Education (CCAЕ) is the largest professional organization serving adult Education in California.

COABE Coalition On Adult Basic Education

<https://www.coabe.org/>

OTAN::Outreach and Technical Assistance Network

<https://www.otan.us/>

Civics Lessons and EL Civics for ESL Students

<https://www.elcivics.com/>

TESOL International Association

<https://www.tesol.org/>

Instructional Resource Sites

These are online websites that students can use to improve their English skills!

www.esl-lab.com

www.starfall.com

www.eslgamesplus.com

www.learningchocolate.com

www.rong-chang.com

www.englishforeveryone.org

www.manythings.org

www.englishclub.com

www.englishcafe.com

www.eslgold.com

www.bogglesworldesl.com

www.a4esl.org

www.elcivics.com

www.usalearns.org

www.eslfast.com

www.youtube.com

www.esldesk.com

www.englishmedialab.com

www.english-zone.com

<https://en.islcollective.com>



www.caladulted.org