

Minutes

ABE/ASE Work Group

Tuesday, May 9, 2017 1:30 pm - 3:30 pm

Pomona

Baldwin Park	Hacienda-La Puente	Rowland	Partners/guests
☐ Debbie Jensen	☐Maria Tellez	⊠ Norman Chavez	present:
	□Val Clifford	⊠ Peggy Toda	
Bassett	Mt. SAC	Tri-Community	
⊠Alex Martinez	⊠ Diana Dzib □ Jennifer Cruz-Nguyen	Charter Oak	
	☐Mary Ann Gomez-Angel	0 ' 1	
		Covina Valley	
		⊠Carl Swift	
ESGVROP	Pomona	Consortium	
☐Shatha Dubuni	⊠Margaret Velarde	⊠Ryan Whetstone	
		⊠Sage Overoye	
		⊠Wanda Pyle	

Agenda		
 Conference Debrief 		
 Next Steps 		
Other Topics		
Minutes		
	Meeting called to order 1:35 PM – facilitated by Wanda Pyle	
Conference Debrief	, , , , , , , , , , , , , , , , , , , ,	
	before the presentations started.	
	Members received positive feedback after conference.	
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	Peggy thought it would be helpful to have a handout with the resources from the	
	tech slam (brief description and link to tool). Sage will put this together and upload	
	it to the website.	
	Ryan discussed the possibility of having a consortium staff member be technical	
	support to help teachers migrate their courses to an online format. The steering	
	committee felt that this could be useful as a supplemental tool – to be used in	
	addition to face-to-face teaching.	
	Wanda gave presenters a recap of the other conference presentations:	
	AWD – Legislation is requiring adults with disabilities move towards	
	competitive integrated employment (CIE) and independent living.	



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Currently, Mt. SAC and HLPAE are the only two schools that offer programs for AWD. The Work Group created a document that shows how a student can move between services.

CTE – Created a pathway for students to go from various entry points to employment, higher education, or apprenticeship using a CTE program. Work Group is hoping to expand on this concept and create a diagram for each specific CTE program offered in the region.

ESL – Created a student progress report as a tool to conference with students. It is intended to guide instruction. Other program areas may be able to modify this tool to use it in their classrooms. Eventually may be able to share this tool across school sites.

2. Next Steps

Next steps will include creating a series of philosophy statements/a framework for the consortium.

- Digital Literacy
- Contextualized Instruction
- Blended Instruction
- Bridging between Programs
- Commitment Statement

After creating framework, work group can create specific tools that will be useful for implementing framework.

- Identifying online resources to help with blended instruction
- Branching diagrams to illustrate bridging
- Progress report to help students understand commitment to learning Next meeting – Thursday June 15, 1pm - 3pm @Pomona. Members should bring a paragraph as a starting point for the philosophy statements:
 - Alex Digital Literacy
 - Carl Contextualized Instruction
 - Peggy & Norm Blended Instruction
 - Diana Bridging between Programs
 - Margaret Commitment Statement

3. Other Topics

It would be useful for teachers to have resources for their students that outline what type of training/education is necessary for specific careers (ex. to become a vet you need to study math and science).

Market your programs at upcoming graduation ceremonies – to families, friends, and students who may bridge to another program.



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Carl learned about the new CASAS diploma program at the CCAE Conference: http://www.casas.org/nedp. The National External Diploma Program (NEDP) is a flexible diploma program for adults with life and work experience who are familiar with using the computer. It evaluates skills and requires completion of projects to gain a diploma. Seems to be ideal for someone who is an immigrant that is well educated in their own country, but does not have a diploma in the United States.

There are two new work groups related to education for older adults (EOA) – those working with children, and those looking to re-enter the work force.

Only Bassett and Mt. SAC have ABE programs, the rest have ABE students that do remediated work in ASE programs.

Programs are experiencing students enrolling in order to benefit from the dream act. Mt. SAC did some research and found that students who committed to 30 hours were more likely to complete. Mt. SAC has a policy that before signing off on any paperwork, including necessary paperwork for the dream act, students must attend 12 hours per week for 4 consecutive weeks.

Next meeting: Thursday, June 15, 2017; 1:00 PM - 3:00 PM @ Pomona