

## Work Group Summary

Fall 2017

*\*Please Note: These descriptions provide a brief update of work group meetings. Individual work groups have not approved these descriptions. Information, document titles, and discussion topics may change from month to month.*

---



### **Adult Basic/Secondary Education (ABE/ASE)**

Members have reviewed “Measuring Our Success” and discussed areas pertinent to ABE/ASE. This work group has discussed the need for teachers to access CASAS reports with detailed results of student testing. Teachers should use these reports in the classroom to guide instruction.

---

### **Adults Training for Child School Success (ATCSS)**

Members have reviewed “Measuring Our Success” and discussed areas pertinent to ATCSS. This work group started meeting in September 2017. Members have discussed their program objectives and are starting to develop formative and summative assessments to guide instruction.

---

### **Adults with Disabilities (AWD)**

Members have reviewed “Measuring Our Success” and discussed areas pertinent to AWD. This work group has discussed the CASAS POWER assessment. The POWER assessment does not give the teacher enough information to guide instruction, so Mt. SAC and Hacienda La Puente Adult School have been sharing their other assessment practices. Members have also shared resources related to success for all students (included in packet).

Documents in Progress: *Pathways to Independence*

---

### **Career Technical Education (CTE)/Pre-Apprenticeship (Pre-App)/Education for Older Adults (EOA)**

Members have reviewed “Measuring Our Success” and discussed areas pertinent to CTE, Pre-App, and EOA. EOA is a new addition to this work group, and members have started discussing how EOA fits into the Road Map Tool for Career Pathway (included in packet). Members have discussed barriers specific to older adults, and how to address these barriers. Members have also expressed interest in the CASAS Workforce Skills Certification System. Lastly, members have discussed expanding Pre-App programs throughout the consortium.

Documents in Progress: *Road Map Tool for Career Pathway*

---

### **Counselors and Support Staff (CSS)**

Members have reviewed “Measuring Our Success” and discussed areas pertinent to CSS. This work group is planning a partner breakfast in February 2018. The intention is to invite community partners who can refer students to the consortium, and place students from the consortium into jobs. The breakfast will allow time for each school to present on what they have to offer, and to hear from the partners. Members have also developed a CSS Best Practices Document (included in packet), and intend to expand on the document and create a handbook specific for counselors and support staff in adult education.

Documents in Progress: *CSS Consortium Handbook*

---

### **English as a Second Language (ESL)**

Members have reviewed “Measuring Our Success” and discussed areas pertinent to ESL. This work group has started to pilot the student progress report (SPR) (included in packet). Members have discussed the need for a rubric to accompany the SPR in order to help teachers use it, and to help students understand it.

Documents in Progress: *Student Progress Report and Rubric*

---

# Pathways to Independence

## Pre-Requisite Skills

**Driver:** Individualized Educational Program (IEP)

**Funding:** Department of Education (K-12), Regional Center, Department of Rehab

- **High School Transition**
  - **Experiential**
  - **Functional**

## Functional Life Skills

**Driver:** Individualized Program Plan (IPP)

**Funding:** Regional Center, Adult & Continuing Education, Department of Rehab

- **Bridges to Employment**
- **Vocational Training**
- **Experiential on Campus**
- **Tailored Day**
- **Mobility Training**
- **Safety**
- **Mt. SAC Life Skills Course**

## Pre-Employment/Supported Employment/Work Activities

**Driver:** Individualized Program Plan (IPP)

**Funding:** Regional Center, Adult & Continuing Education, Department of Rehab

- **Safety**
- **Adult & Continuing Education**
  - **Soft skills**
  - **Employment**
- **Experiential learning (community based)**
- **Work activity (workshop)**

## Competitive Integrated Employment (CIE)

**Driver: Individualized Program Plan (IPP)**

**Funding:** Regional Center, Adult & Continuing Education, Department of Rehab

- **Job Placement**
- **Supportive Employment**

### Cross-Program

**Drivers:** SSSP Ed Plan, Productivity Data, Interviews, Exit IPPs

**Funding:** SSSP, Regional Center, Adult & Continuing Education

### Mt. SAC

- **Orientation**
- **CASAS Assessment**
- **Follow Up Services**
- **Dual Enrollment**
- **Open Lab**

### HLPAE

- **Situational Assessment**

## 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, 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, DSPTS) remedial courses, or other traditional 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, 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?

## 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 Success and Support Plan (SSSP)** – core student services and support programs at the community college including orientation, assessment, education planning and follow up services.

**Supportive Employment (SE)** – supports and services that allow people with disabilities, including intellectual disabilities, mental health, and traumatic brain injury, among others, to obtain and retain employment.



# Essential Life Skills for All Teens

## Independent Living Skills

### At Home Skills

- Locate Housing options
- Arrange Rent, Utilities, Phone
- Basic Routine Maintenance
- Clean, Vacuum, Dust
- Find a Circuit Breaker/use it
- Locate, use Water Furnace Shut-off
- Fix Basic Plumbing

### Financial Literacy

- Understand Gross/Net pay, Deductions
- Make a Budget -- stick to it
- Use a Bank and/or ATM/ On-Line Banking
- Open, Use, Balance Checking Account
- Apply for Credit Card, use wisely
- Benefits Planning
- Saving Account,
- Keep track of documents file taxes

### Citizenship

- Register to Vote, Vote
- Comply with Laws, Regulations
- Be Environmentally Responsible
- Participate in Community Activities
- Volunteer

### Food Skills

- Plan, shop for Healthy Diet
- Prepare, Store Food
- Cook Balanced Meal
- Use Kitchen Appliances

### Personal Appearance Skills

- Basic Clothing Repair (buttons, hems)
- Iron Garments
- Fold, put away Clothes
- Laundry -- Follow care labels, treat stains
- Maintain Personal Appearance

### Health and Wellness

- Basic First Aid
- Maintain Healthy Diet
- Use Medication Safely
- Routine Exercise
- Make Healthy Lifestyle Choices
- Maintain Hygiene/Grooming
- Be aware of Personal Safety

### Self Determination & Self Management

- Know Yourself -- Your Strengths, Limitations
- Manage Your Time
- Set Priorities
- Monitor Your Performance
- Balance Your Responsibilities and Priorities.
- Adapt and Accept Change
- Advocate for Yourself to Meet Your Needs
- Learn from Mistakes

**Believe in Yourself**

## Transportation Community Access

### Drive/Maintain Car & Driver's License

- Buy Car, Buy Insurance
- Registration
- Pump gas**
- Maintain Vehicle Oil, Fluids
- Maintain, Change Tires,
- Follow Traffic Laws/Safety

### Use Public Transportation

- Know Schedules
- Know Routes, Pick-up Points
- Know Options (Bus, Taxi, On-demand)

### Community Access

- Know Options
- Read a Map/ Use GPS
- Know Landmarks
- Community Orientation

### Social / Recreation

- Explore Social/Recreational Opportunities
- Pursue Hobbies, Recreational Interests
- Develop, Maintain Healthy Friendships
- Develop, Maintain Healthy Family Relationships

### Postsecondary Options

- Explore Options -- Job Center, Web Postings
- Explore Postsecondary Education Options
- Apply Decision-Making Skills
- Use Labor Market Info. to guide choices
- Develop Resume
- Submit Applications/Resume on-line
- Interview skills

### Employability Skills

- Communication Skills (Listen, Speak, Customer Service)
- Interpersonal Skills (Leadership, Social Skills, Teamwork)
- Personal Qualities / Work Ethic
- Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)
- Application of Core Academic Skills
- Use of Technology
- Manage Resources, Time
- Understand Value of Lifelong Learning
- Be Adaptable



### Be A Lifelong Learner: Be curious & interested to learn new things or apply old info in new ways

- Seek Opportunities to Learn – in Classroom, with Computers, with Books, with People
- Learn From and With Others -- Share what you Learn – Recognize You are Not “The Expert”
- Take in Information – Analyze it, join it with other Information, then apply it

# Preparing All Youth for Success in College, Career, and Life



0-12

AWARENESS

13-24

EXPLORATION

PREPARATION





# The Career Development Continuum

## Overview

*Preparing All Youth for Success in College, Career, and Life*

## The Career Development Continuum



Career Development is most effective when youth are provided a sequenced continuum of activities and experiences that address career and college awareness, exploration, and preparation. This is accomplished through a series of classroom activities, workplace exposures, and community experiences over time. Classroom activities support and reflect what's learned in the workplace and community, and workplace experiences support classroom learning. In addition, youth are supported by and provided role models and guidance from families and adults in their communities and neighborhoods. Youth are provided with experiences commensurate with their knowledge, skills, and abilities. These experiences are also compatible with their age and stage of development. In a comprehensive career development system, youth are exposed to a full range of careers and employment opportunities, including those that may or may not be traditional for their ethnicity, race, sex, gender, or background.

### Career Awareness Activities

Career Awareness activities are designed to make youth aware of the wide range of careers and/or occupations that will be available to them in the future. Career Awareness activities help youth become aware of the opportunities that are before them, begin to refine their career interests and goals, understand the skills required for specific occupations or industries, and learn about the expectations of the workplace.

### Career Exploration Activities

Career Exploration activities provide youth with the opportunity to explore fields of interest related to their career goals and/or academic learning. In the workplace, youth work closely with an adult supervisor and participate in appropriate hands-on workplace experiences.

### Career Preparation Activities

Career Preparation activities provide an in-depth discovery of a particular career, linking the skills utilized in the workplace with academic learning. These activities also allow for the development of career and occupationally specific skills.

#### KEY PRINCIPLES

The following key principles support a comprehensive career development system:

- Provide meaningful career development opportunities for all youth
- Design experiences that are youth-centered and developmentally appropriate
- Engage parents, guardians, and caregivers
- Provide real world work experiences for all youth
- Integrate career development across the curriculum
- Build a connected system
- Allow for flexibility & adaptability
- Measure success and solicit feedback



# Road Map Tool for Career Pathway

**Higher Education**

**Employment**



**Steps to Success**

**Teachers Responsibilities:**

---

---

---

---

---

**Overcoming Barriers**

- Lack of goals, motivations, belief in self-worth
- Lack of financial & childcare support
- Transportation
- Scheduling conflicts

**Apprenticeship  
Job Placement Assistance**

**Certificate of Completion**

**Job /Employment/Life/Soft 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) Student Support/Tutoring**

**ESL/Citizenship**

**Guiding steps for a student Career Pathway**

**Transition Programs**

- Develop & enhance soft skills
- Understanding the norms of academic community
- Develop conceptual/critical thinking skills
- Develop basic writing & technology skills
- Develop effective communication & writing skills
- Develop effective learning strategies & study skills

# Counseling Supportive Services (CSS)

## Best Practices Tool

May 2017

Page 1 of 2

### Intake

- Student services should be centralized in one location for easiest student access
- Each student should meet with a counselor and form an educational plan
- Students should take an appropriate assessment relative to the program they are entering
- All students should receive an orientation (Orientations should be structured and scheduled in advance). Evaluation of frequency of orientations should be ongoing
- Career inventories should be administered before a student is enrolled in a CTE program (i.e. whodoyouwant2be.com, careercafe.com)

### Ongoing Guidance/Support

#### Support for students after they have enrolled

- A comprehensive plan to monitor student progress should be implemented that includes, counseling staff, support staff and instructors
- Student advisory committee/student council should be assembled to get feedback from students and disseminate information to students
- Teachers should be given ongoing support from Student Support Services in dealing with student issues
- Student Support office should keep an updated Community Resource List available for students that need referrals
- Workshops should be regularly scheduled on a diverse set of topics (i.e. financial aid, identity theft, budgeting, college entrance requirements)

#### Support for students bridging across program areas

- Near the end of a student's current program, individual education plan should be updated and information should be made available
- Career interest inventories should be administered towards the completion of a Diploma or equivalency program
- Instructors and coordinators from different programs should be scheduled to speak with students from other programs to present opportunities
- Student Support staff should have updated knowledge and documentation regarding programs available in the geographic area and what the admissions requirements are



# Counseling Supportive Services (CSS)

## Best Practices Tool

May 2017

Page 2 of 2

### Completion

- Expectations of program are explained clearly before student begins program
- Commitment Letters/Contracts are agreed upon by student and counselor during enrollment process
- Student Services creates comprehensive Ed Plan with student before enrollment so student is aware of time-frame for completion
- Career Assessments are given before students enroll in the program to make sure aptitudes and interests line up
- Teachers monitor attendance and grades and refer students to counseling who may be struggling
- Academic Warning contracts are instituted by student services for students who are falling behind
- One on one counseling sessions revolve around “breaking destructive patterns” with the students to help identify potential barriers to completion
- Resource Lists are kept by student services and updated to provide students help in solving personal problems that can keep them from completing
- Classroom presentations are done surrounding “next steps”
- As students nears completion of diploma student services follows up to discuss “next steps”
- Potential Grad lists are created and monitored by student services for targeted follow-up

### Placement: Employment/Post-Secondary

- Comprehensive Plan for placement services should be developed onsite
- Resume writing assistance
- Student’s personal work history written
- Interview skills practiced
- Online job hunting tools taught
- Online repository of resources available to students (resume template, cover letter template, etc.)
- Application packet checklist
- Soft-skills focus
- Connect with AJCC’s (ongoing collaboration, invite to meetings)
- Staff member assigned for follow-up with students



# ESL Student Progress Report

STUDENT INFORMATION			
First Name			Last Name
ID #			Level
Teacher			District
DOB			

ACADEMIC SKILLS							
MIDTERM	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									
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				
Dependability					Dependability				
Punctuality					Punctuality				
Attendance					Attendance				

TEST SCORES							
MIDTERM	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 <input type="checkbox"/>		
	Advance to Next Level <input type="checkbox"/>		
Student:	Signature	Date	Student: Signature Date
Teacher:	Signature	Date	Teacher: Signature Date

## DEFINITIONS

**Attendance** means the act of being physically present.

**Academic Skills** – refer to the ESL Competencies for each level.

**Class Engagement** means attention, participation, and contribution.

**Dependability** means students are prepared when they arrive to class. They have books and all materials needed for the class.

**Digital Literacy** means the ability to use technology to receive and communicate information.

**Punctuality** means being on time for class.