2012 California Consortium

Please choose a label that best describes your agency and sit at a corresponding table:

1. Small Agency (Less than 1,500 WIA, Title II Learners)
2. Medium Agency (1,500-5,000 WIA, Title II Learners)
3. Large Agency (over 5,000 WIA, Title II Learners)
4. Parolee/Jail Program

2012
Promising Practices Awards

❖ Effective college transition program for ASE students

❖ Individualized Action Plans track and inform student progress and transition plans

❖ Weekly individual progress meetings with counselor

❖ Of the original September 2011 student cohort, 70% (45) have remained active in program and 80% (36) of the active students are taking at least one college-level class

Elk Grove USD (Jail Program)
Points of Entry Transition Program

❖ Connected 50 recently released individuals with transition specialist

❖ Referral program with correctional facility, local college and work centers

❖ Workplace soft skills instruction and assessments

❖ 38% increased scores on CASAS assessments

❖ 44% have taken and passed at least one portion of GED

❖ Hands-on money management lessons focusing on personal budget and financial responsibilities

❖ Students receive "paychecks" (imitation) from the school to emulate a typical work schedule, are required to pay a set of standard bills each month like "rent" for classroom and materials, and can get bonuses or penalties based on performance and participation

❖ Partnership with local banks for materials

❖ 100% pass rate for EL Civics assessment

❖ Students encourage each other to be financially responsible

❖ Learn skills to succeed in higher level ABE classes, GED Exam, or CTE programs

❖ The course provides intensive instruction in public speaking, vocabulary building, and composition

❖ Course materials help familiarize students with academic vocabulary

❖ Student portfolios to track progress

❖ Since inception in 2011, 14 students have enrolled in GED prep class and students more confident moving to CTE courses or GED

❖ Technology-based curriculum to build students' employability skills and improve English proficiency

❖ Use technology in a meaningful way (contributing to class Web pages and taking online surveys)

❖ The VESL lab is an essential supplement to the core ESL classes

❖ High (95%) student persistence rate for the class

❖ In 2011, 61% of students received VESL lab certificate

- ❖ Contextualized model- all lessons taught within the context of employment and workplace

- ❖ Students practice and model workplace behaviors

- ❖ Learn employment soft skills

- ❖ Over half of the Fast Track students see improvement on assessments

- ❖ Students report using new skills during job search and interviews

❖ Integrated Common Core Standards into ESL curriculum

❖ Restructured program to provide clear, articulated and attainable transitions

❖ Team lesson planning improves instruction and student learning

❖ Since implementation in 2007, NRS ESL educational functioning level completion rates increased by 41% and student persistence rates up to 84%

LOMPOC UNIFIED SCHOOL DISTRICT

learning for life!

ADULT EDUCATION

❖ Bridge program between ESL classes and Early Childhood Education (ECE) Certification

❖ Partnerships with Catholic Charities of East Bay and Diablo Valley College

❖ Contextualized course to prepare students for ECE courses and certification

❖ All 13 students in original 2009 program will soon complete the ECE certification, and have secured employment

❖ Students check out books from the resource library, read 20 minutes per day, and write book reports

❖ After completing three book reports, students are given a certificate of achievement.

❖ Last quarter, 279 students participated and 81 earned a certificate of achievement

❖ After program, 71% of students report reading in English 20-60 minutes/day

❖ PLC identifies "essential learning", creates common formative assessments, and implements research-based instructional strategies

❖ Teachers and staff meet monthly to discuss students' needs and progress and improve student learning

❖ Increased professionalism and improved delivery of services

❖ Persistence has improved by 30% since 2007 and ESL educational level completion increased from 59% to 77%

❖ Effective and organized system for placement, testing and targeting ESL student needs based on TOPSpro reports

South San Francisco Adult Education

825 Southwood Drive, South San Francisco, CA 94080
Phone: (650) 877-8844; Fax: (650) 877-8786

❖ Staff conferences to discuss class reports and plan interventions

❖ Student orientations, competency activity binders for teachers, meetings with administrator to stress the importance of assessments, and data technician to ensure accurate data

❖ Since implementation in 2007, both student persistence and educational completion rates for all ESL functioning levels increased

❖ ABE and ESL pacing guides formalize levels and make student progression uniform

❖ Pacing guides provide instructors with a consistent set of course materials and allow students to transfers sites while receiving consistent instruction

❖ Core text committee reviews textbooks and identifies essential learning benchmarks for each level

❖ Since implementation two years ago, agency has met or exceeded CA performance averages for all ABE and ESL levels

2012
EL Civics Making a Difference in the Community Awards

- ❖ Used MyPlate guidelines to create healthy meal plans for their families

- ❖ Recognized deficiencies in their diets and learned strategies for healthy eating

- ❖ Wrote letters to the school asking for healthier food options

- ❖ Made changes within their families and communities to eat healthier

❖ Participated in international project with Hope 4 Women & Children and made dresses for those in need

❖ Assembled all materials, assigned responsibilities, and worked in groups to make dresses

❖ Students took leadership roles and used their English skills while working in groups

❖ Reached out to their community to gather materials and promote the project

Rancho Santiago CCD: Santa Ana College, Centennial Education Center, and Orange Education Center

❖ Planned and implemented an EL Civics Conference for Orange County agencies and nearby programs

❖ Great networking opportunity

❖ Provided valuable information for new and experienced EL Civics staff

❖ Plan to hold conference again next year

Core Performance Data Collection Discussion Groups

1. Small Agency   (Less than 1,500 WIA, Title II Learners)
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❑ *What are your ideas/plans to improve Core Performance Data Collection at your agency?*

❑ *With whom at your agency will you share your ideas/plans?*

1. Facilitator shares information about the topics
2. Participants:

   a. Brainstorm, share and discuss ideas/plans on the topics and ask questions at the table

   b. Pair up to discuss/select a few ideas/plans that may work at your agency

   c. Share the information from "b" at your table

❑ *What are your ideas/plans to improve Core Performance Data Collection at your agency?*

❑ *With whom at your agency will you share your ideas/plans?*

To Access Documents, Resources and Discussion Group Plans and Ideas from the California Consortium, please visit www.casas.org/si and click on "Presentations"

Summer Institute **2012**

- We value your feedback!
  - Please fill out the evaluation form.
  - Return the evaluation to your presenter.

- Visit the Resource & Technology Exhibits
  - Golden Foyer
    - Tuesday & Wednesday, 8:00 am - 5:00 pm

- Attend the Poster Session
  - Golden Ballroom
    - Thursday, 8:00 - 9:15 am