2013 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
5. CDCR

CASAS National Summer Institute 2013

2013 California Consortium

2013
Promising Practices Awards

Corona-Norco Adult School

Unlocking the Potential to Positive Student Engagement

- Goals to improve persistence rates, increase attendance rates, and increase student outcomes

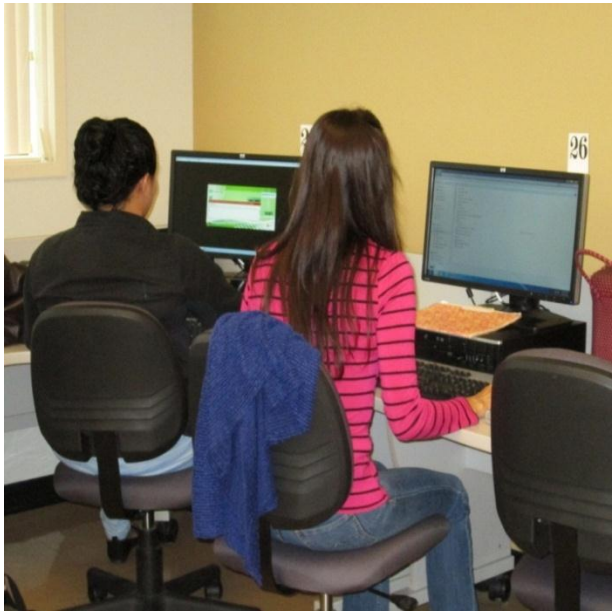
- Created level specific pacing guide, observation checklist, and student feedback forms

- Persistence has increased over the past 2 years

ESL Teacher Academy

- Community of Practice for ESL teachers
- 3 face-to-face training sessions
- Teach and model good ESL andragogy using CASAS data
- 30 out of 35 instructors have increased percentage of paired scores and students earning payment points

ESL Student Profile Data



- Created an online data system to provide up-to-date student information
- Students can track progress, revisit goals, and modify plans
- Instructors can target instruction based on class profiles
- ESL Performance has increased

Discovering Santa Ana College

- Collaboration between credit and noncredit ESL instructors
- Students given resources to prepare for transition to credit courses
- Students have one-on-one orientation and assistance
- 75% of students transitioned to higher-level classes

2013
EL Civics Making a Difference in the Community Awards

ABC Adult School
International Day

- Students annually present culture, food, art, and traditional costumes of native countries
- Past Exhibits include Korean drum performance, Thai fruit and vegetable carving, and a Mariachi Band
- Creates cultural awareness in the community

Spotlight on: Previous Award Winners

Oceanside Adult School: Dress a Girl Around the World (2012)

- Event has expanded from one class to the entire school district
- Connections with local high schools and expansion of volunteers

Fremont Adult School: Vocational ESL (VESL) Lab (2012)

- Now offering additional lab in the evening
- Use of new types of technology
- Additional student presentations

Transitions "Ignite" Presentations

Write down ideas as you listen to:

- **Kathleen Porter**, Executive Director, Career, Technical and Adult Education, Poway USD
  - ***ESL to ASE Transition Program***
- **Liza Becker**, Director, ESL, Mt. San Antonio College
  - ***Non-credit to Credit Transition Program***

Transition
Discussion Groups

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
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- *Utilize the ideas gleaned from the "Ignite" presentations and your colleagues' experience to discuss:*
  - **How might your agency implement Transitions in the future?**

1. Facilitator helps participants:
   a. Brainstorm, share and discuss Transition ideas/plans
   b. Pair up to discuss/select a few ideas/plans that may work at your agency and write an *action plan*.
   c. Share the information from your *action plan* at your table.

CA Consortium Discussion Groups

- *How might your agency implement Transitions in the future?*

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

Thank You for Attending!

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

ESL to ASE Transitions

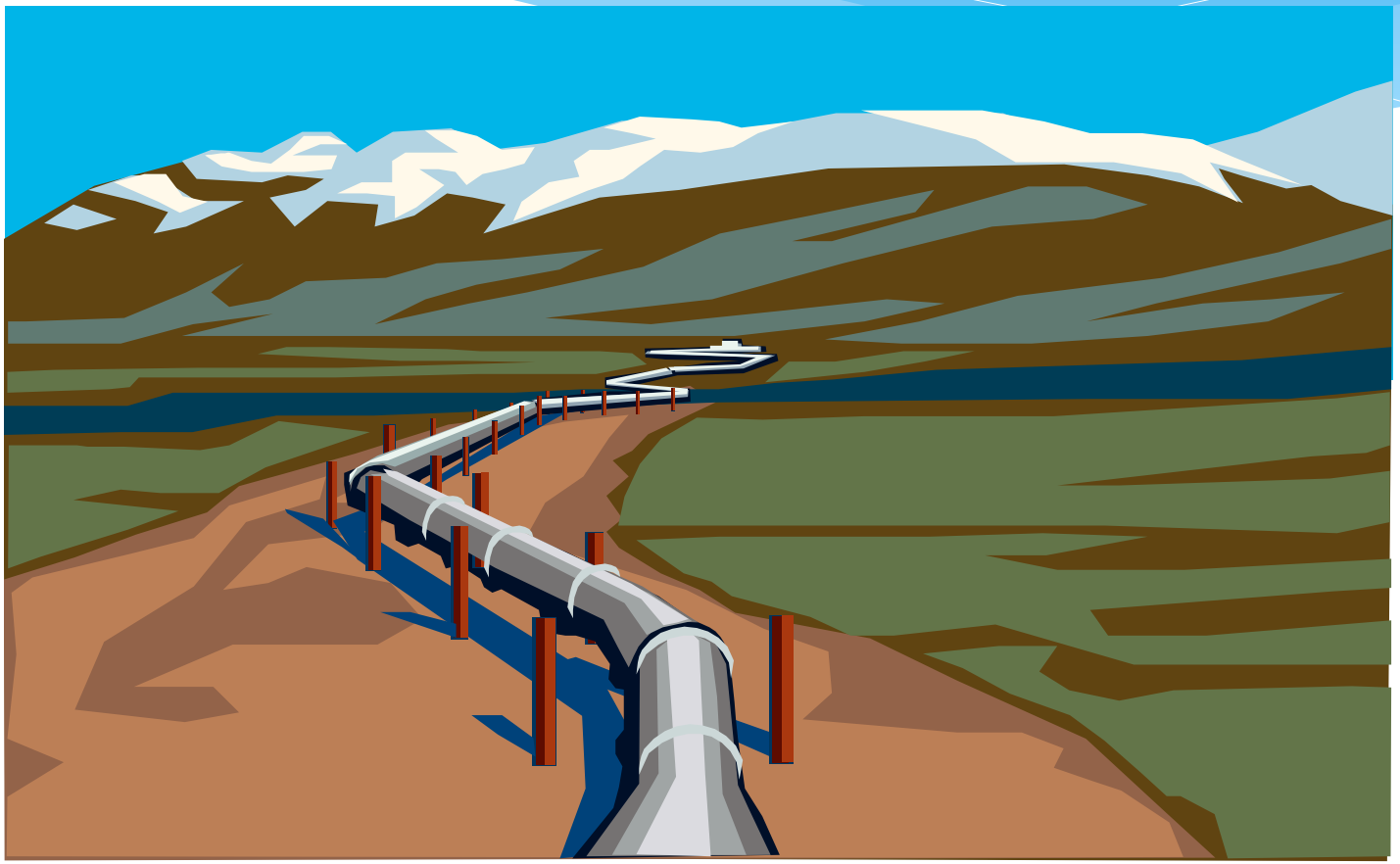
Poway Adult School

San Diego County

POWAY ADULT SCHOOL

Live. And learn.

What?



What?

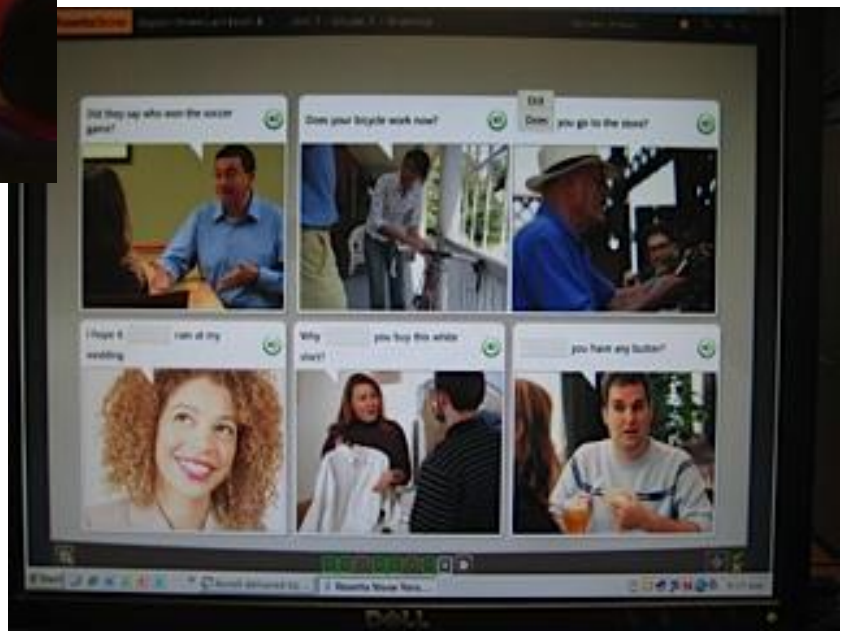
* Post-secondary **transitions plan** adopted in 2011.
* Plan included **ESL to ASE and ASE to post-secondary.**
* ESL Teachers have begun to create **Performance Benchmarks for each ESL Level.**
* Opened a **Transitions Lab** that Doubles as
  * an ESL Language Lab and
  * a College and Career Center.
* Created an **ESL Transitions Class.**

Language Lab
and College and Career Center

Key Components – Overall ESL Program

* ESL Teachers collaborate with ASE Teachers
* Transition-level students volunteer at ESL Orientations
* Use of a language lab at every ESL level

All ESL Levels
Use Language Lab to
Practice Listening, Speaking,
Reading and Writing



Key Components – ESL Transitions Class

* Skills to help students move from a teacher-led classroom environment to a more independent learning format
* College-Readiness Skills
  * Problem solving and critical thinking
  * Evidence-based writing
  * Research
  * Presentation Skills
  * Test-taking strategies
  * Academic Content Knowledge (especially math)

Key Components – ESL Transitions Class

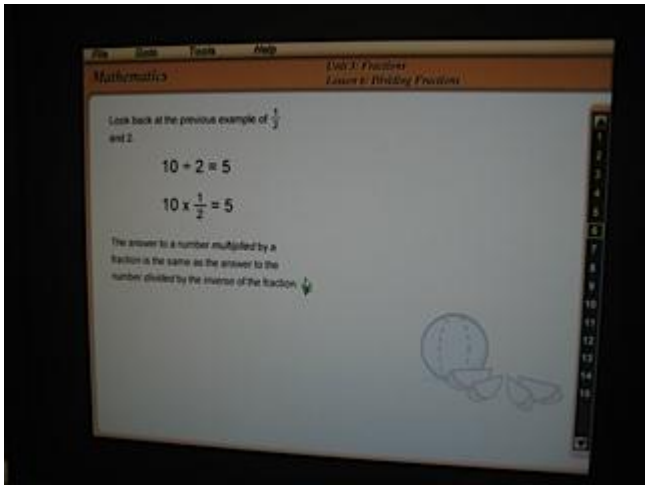
"Typical" Day

* Vocabulary
  * From research and readings
  * Academic vocabulary
* Text Reading
  * All non-fiction
  * Topics selected by class
* Evidence-based writing
* Test-taking strategies

Key Components – ESL Transitions Class

* Thursdays are lab days for Transition Students
  * Writing or Researching Topics on Computer
  * Math (using Contemporaries GED Prep Software)
    * Team-taught with ASE Math Teacher
  * Language Lab (using Rosetta Stone)

Transition Students Making Presentation



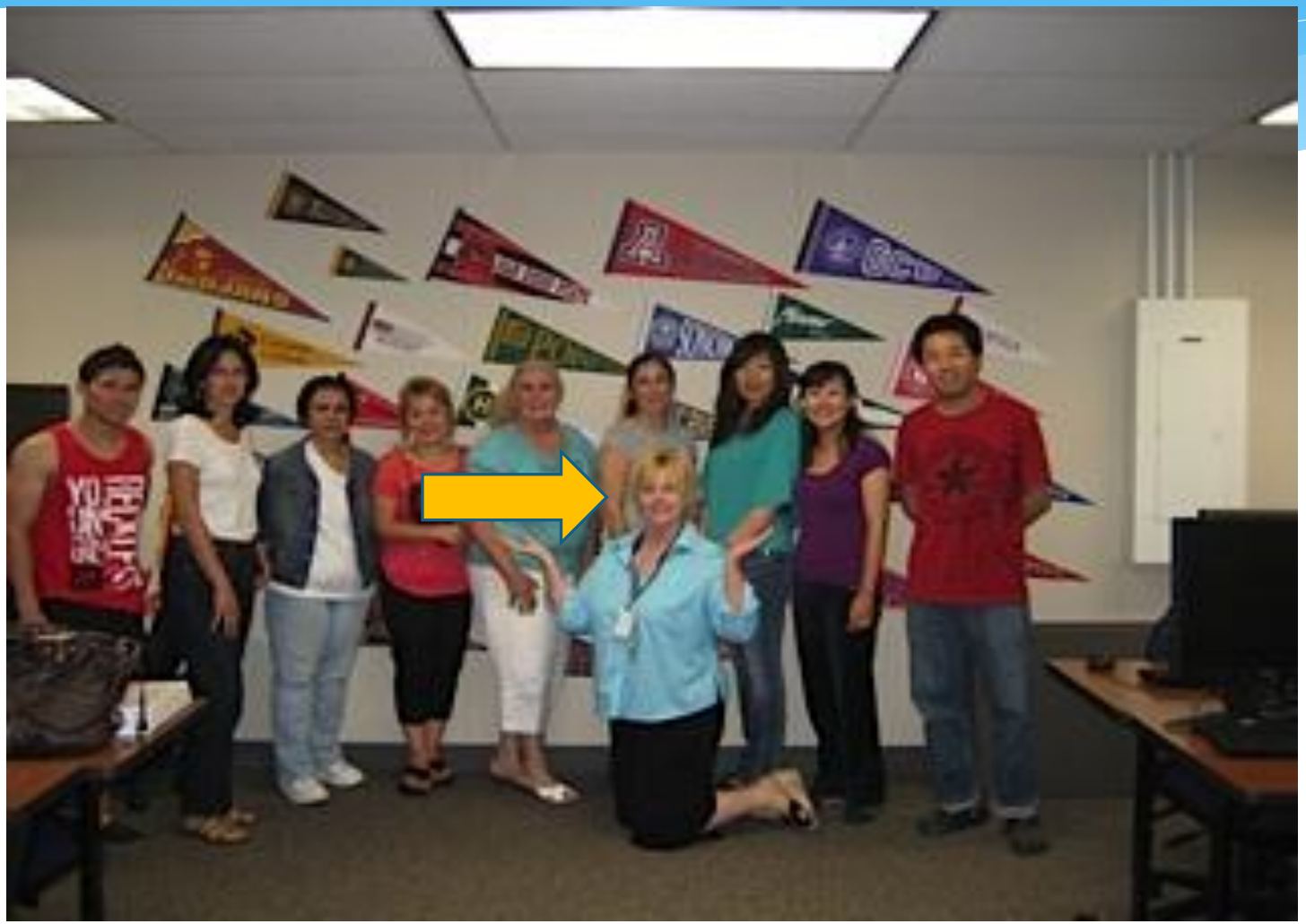
Transition Math Lesson

Transition Students Researching and Writing

So what?

* **Exemplary learning gains** in transition class
* Significant **increase in promotion** between levels in ESL program overall
* Increased **collaboration among ESL and ASE teachers**
* Two transition students (so far) went on to pass the CAHSEE and GED tests (with flying colors!)

Transition Students with Mary Zambruski



Now What?

* Create more **concrete benchmarks** for each ESL level
  * Multiple measures each language acquisition element
  * Measurable with rubrics
* **Expanding and Enriching** the Transitions Class by:
  * Adding PLATO math courses
  * Expanding to an **Evening** Environment

Contact Information

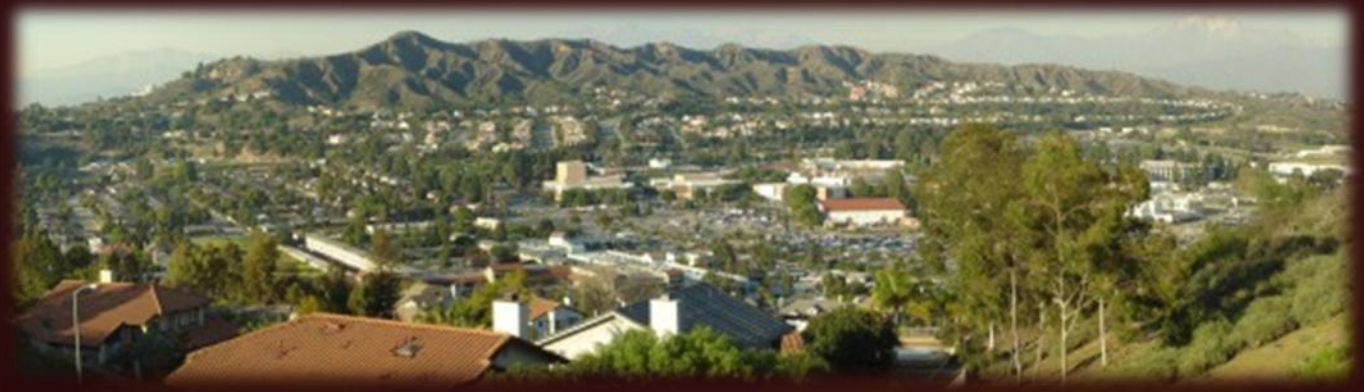
Poway Adult School
13626 Twin Peaks Road
Poway, CA 92064
(858)668-4024

Kathleen Porter, Executive Director
kporter@powayusd.com
Dave Boulware, Assistant Principal
dboulware@powayusd.com
Mary Zambruski, ESL Transitions Teacher
mzambruski@powayusd.com

Mt. San Antonio College

VESL Career Paths

A Noncredit-to-Credit Transitioning Program



Liza Becker, Director (ESL)

2013 CASAS Summer Institute, CA Consortium

MT. SAC
Mt. San Antonio College

VESL Career Paths

- Key Elements of the Program
  - ★Advanced Levels Only
  - ★Credit & Noncredit Faculty
  - ★Classes a “Package Deal”
  - ★A Learning Community
  - ★Bridge to Academic and Career Advancement

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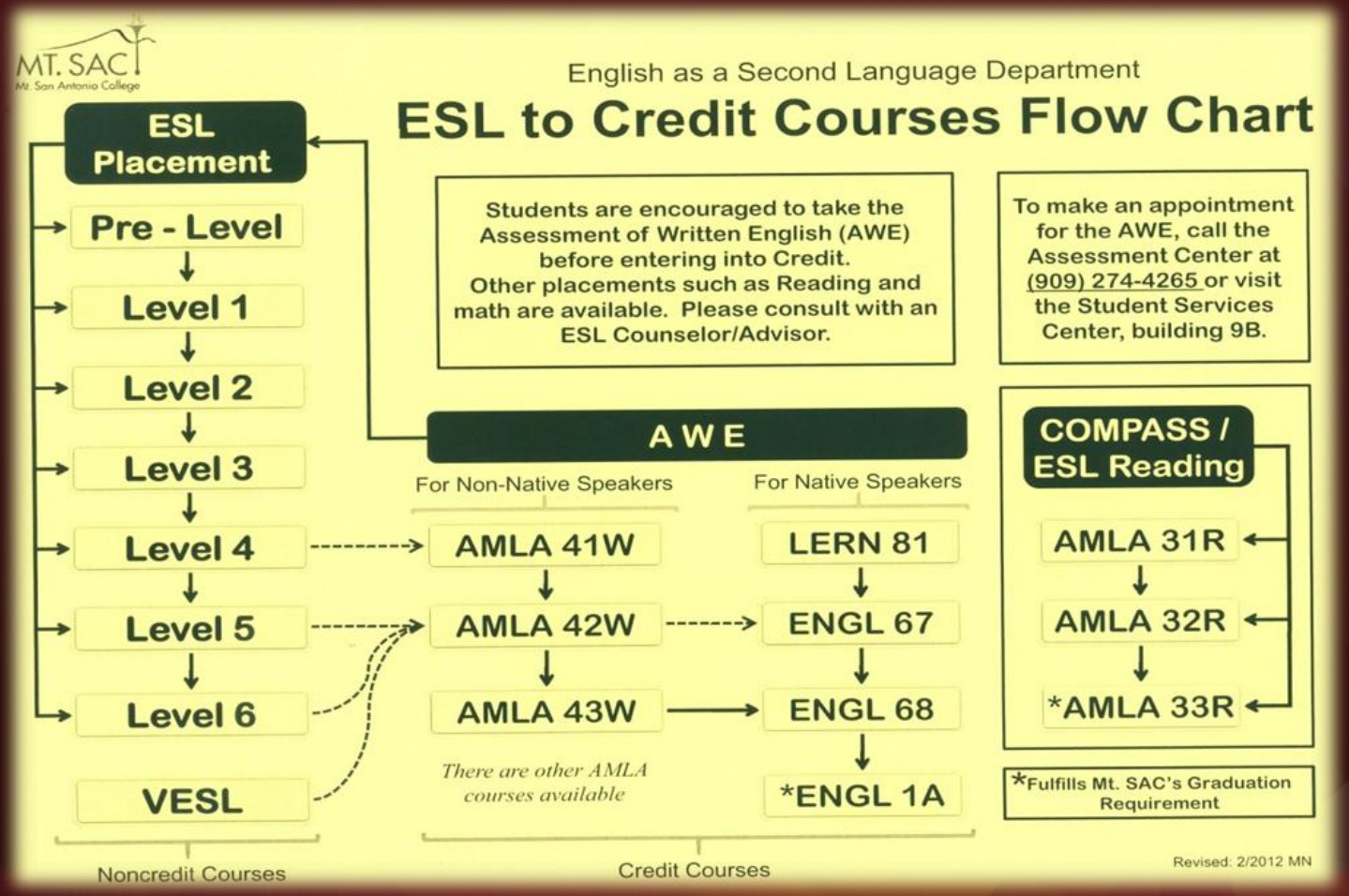
Articulation Agreement with Credit ESL



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Four Types of Students Enroll:

- Wants a college degree—needs improved English and study skills
- Has a college degree and experience—needs improved English to earn a vocational certificate or pass a board exam
- Has a job—needs improved language and computer skills
- Wants to be active in their family's life and community—needs more English and computer skills

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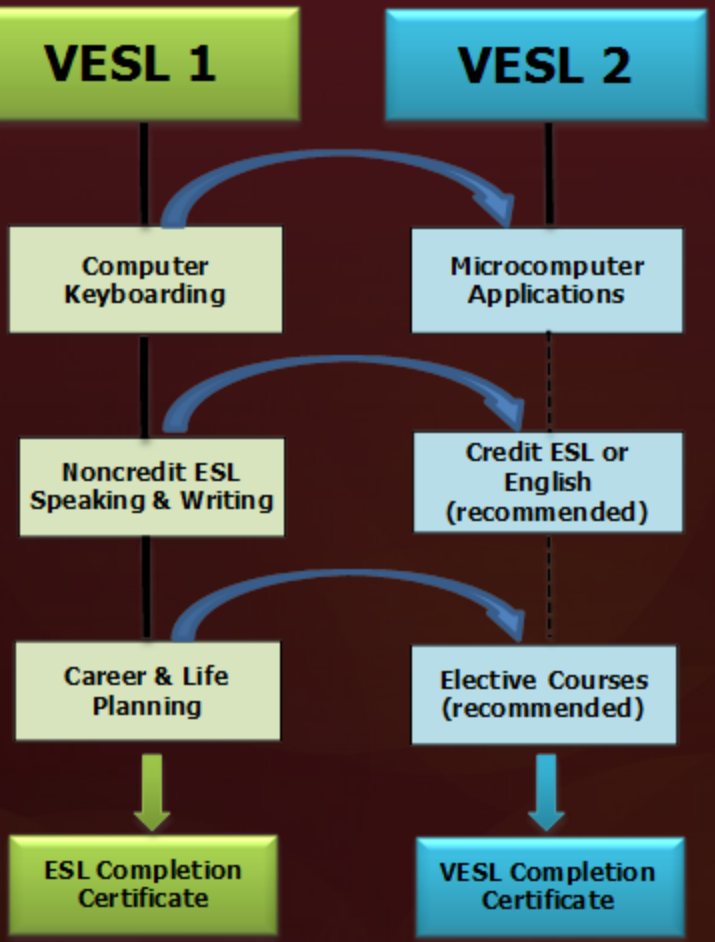
Career Paths Course of Study



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Modeling Credit

- Computer Courses
  - Mirrored Curriculum
  - Identical Textbooks & Exams
  - Optional Credit by Exam (CBE)

- Communication Courses
  - Lecture note taking
  - Formal class presentations
  - Paragraph writing to essay writing

- College & Career Courses:
  - Orientation to College = Credit Orientation
  - Education Plans
  - Mt. SAC Application

MT. SAC
Mt. San Antonio College

Multiple Measures for Success

Portfolio-based Assessment

VESL 1 Student Portfolio Checklist (Spring 2013)

Student Name: _____ ID#: _____

Course Title	Items to Be Included	Date	Grade	Instructor Feedback
Speaking C (ESL SPKC)	U.S. Company Report • PowerPoint (posted on VESL website) • Rubric			
	Product Development • PowerPoint (posted on VESL website) • Rubric			
Writing C (ESL WRTC)	U.S. Company Report • Composition • Rubric			
	Product Development • Composition • Rubric			
Career & Life Planning (BS CNSL5)	Career Presentation • PowerPoint (posted on VESL website) • Presentation Handout			
	Cover Letter			
	Resume			
Computer Keyboarding (VOCCS11)	Production Work			
	Timed Writings			

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Types of Support

- **Counseling Support:**
  - Counselors as instructors
  - Academic and career guidance
  - Resume preparation and mock interviews
- **Instructional Support:**
  - Optional VESL tutoring outside of class time
  - Help with assignments & projects other than computer classes
- **Opportunity for Independent Study:**
  - Practice computer skills during open lab
  - Help with Keyboarding & Microcomputer Applications assignments

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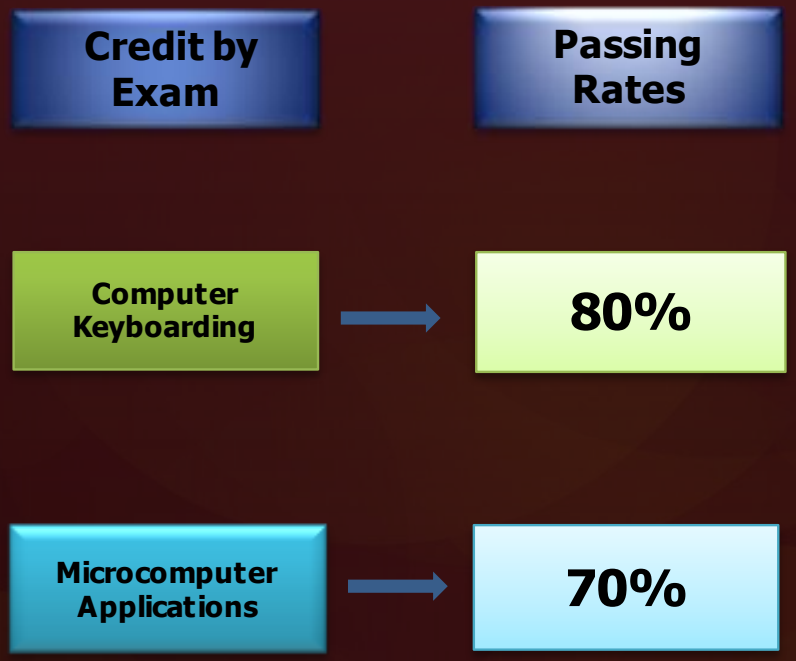
Annual Retreats

- Community of Participants:
  - All VESL Faculty and Staff
  - Credit ESL Liaison
  - Current Students and Alumni

- Topics Discussed:
  - Policies and Regulations Updates
  - Streamlining Transition Process into Credit
  - Students' Feedback Regarding VESL and Beyond
  - Program and Curriculum Improvements

Credit-by-Exam Outcomes

Fall 2012



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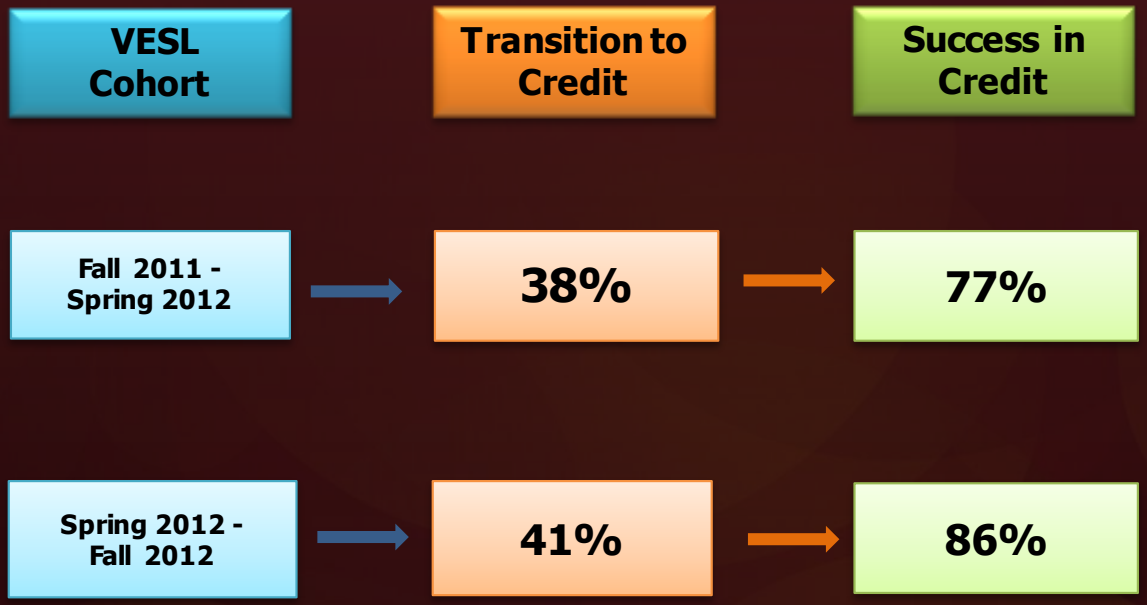
Transitioning to Credit Outcomes

Rates & Success



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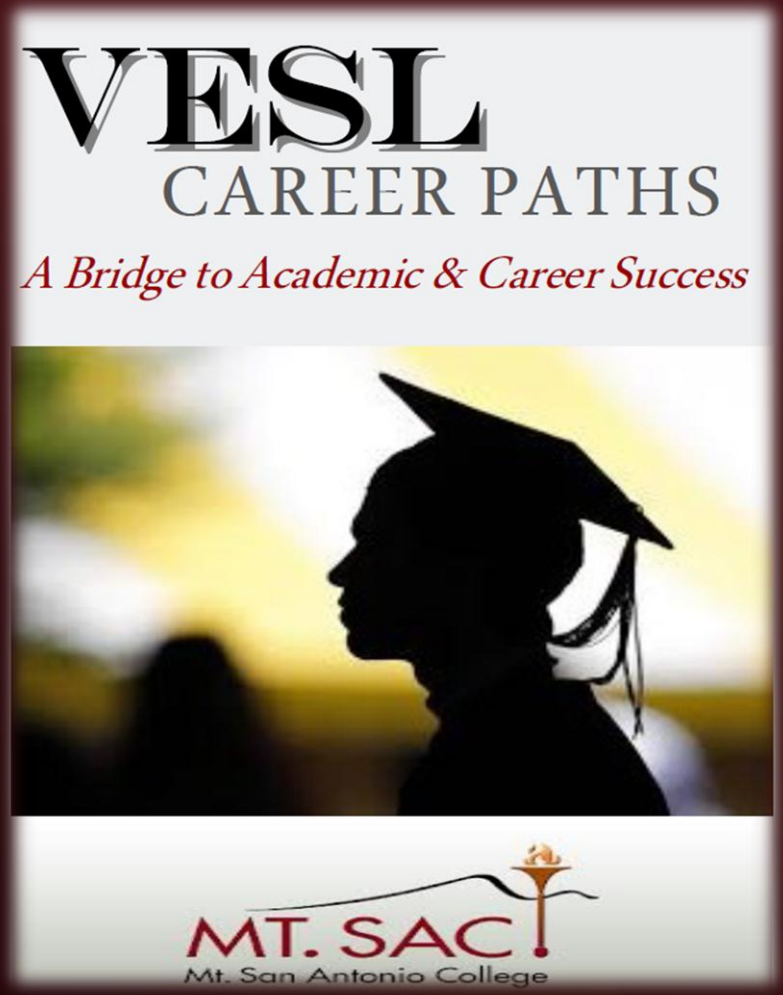
Portfolio Cover Design Spring 2013



Yun Shan, VESL 2

Brenda Serrano, VESL 2

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