

Section Four: Instructional Program Description

4.1 Explain how this course/program model is developed, communicated and revised with instructional and other staff.

Each SPCLC member site develops its own courses and programming. For a description of how each is developed, communicated and revised, please see below.

CLUES

CLUES program models are developed by the Adult Education Services Supervisor in conjunction with the Educational Enrichment Services Manager and then communicated to the program coordinators by the Adult Education Services Supervisor. Individual courses are then developed by the AES Supervisor with input and feedback from the program coordinators. After the initial piloting term paid trainers, volunteer instructors, and enrolled clients/students are surveyed for their level of satisfaction with the model, curriculum, resources, etc. Based on these surveys any needed revisions are made to the course design and materials.

GAP

GAP's Associate Director, Director of Education, Coordinator of ABE and Coordinator of Y.A.L.E. (YouthBuild/AmeriCorp) have worked closely with one another and with the MN Literacy Council and SPPS to design a model of ABE that will meet the needs of our changing student demographics. Meetings with ABE instructors have been held to communicate and revise the model. On a quarterly basis, staff meet for a "Hits & Misses" meeting so that program strengths, weaknesses are identified and plans for change are developed.

HAP

Hmong American Partnership's Adult Basic Education program recently underwent an extensive reorganization. The restructuring of the program was largely driven by learner and teacher feedback, which focused on the need to create a learning model that supported clients' schedules and family needs and emphasized teacher ideation, collaboration and professional development. Over a period of six months, teachers and the ABE program manager discussed modifications and needs for this model as challenges and opportunities arose that needed to be incorporated in to the existing framework. In March 2013, the new model was implemented with ELL, digital literacy, work readiness and numeracy components all intentionally and seamlessly integrated into the daily learning schedule of each adult client.

During bimonthly team meetings, ABE staff revisit and refine elements of the program to ensure its smooth operation and ease of use for their learners. Changes are communicated to staff via discussions and email, while learners are provided with interpreters and visuals that communicate schedules and class updates. Additionally, as

a result of the new model, evaluation sessions are held every two months when learners revisit goals achievement for the past session and set goals for the next session. Interpreters are on hand to collect information through a standardized evaluation form that is compiled and analyzed over time. It is at this point learners are also asked to reflect on their own progress, receive updates on their last round of testing, and provide important insight and feedback to teachers about what is working or needs enhancement in their classroom experience. Results are shared with the teachers and evaluated and discussed during ABE meetings.

HCC

Hmong Cultural Center's course/program model is developed, communicated, and revised with instructional and other staff on an ongoing basis. At least once a year, the ABE staff and management of Hmong Cultural Center review the course/program model and make adjustments based on student needs and program developments. All ABE staffs are asked to keep a copy of the course/program model on file for review as they engage in class planning on an ongoing basis.

International Institute

A. English for Work

The foundation for the current English for Work curriculum is derived from previous EFW programs delivered by IIM to Twin City adult refugees and immigrants for over 12 years. The curriculum incorporates overall language instruction while also addressing specific needs for newly arrived, local residents. Lessons are designed to provide instruction of topics which are most relevant and valuable to ensure the safety, health and overall well being for the students.

To streamline the curriculum, EFW staff meets weekly to discuss target language reinforcement, specific student performance and overview weekly objectives. EFW staff also meets weekly with the Program Manager for additional guidance, reporting, skills building activities, ideas and materials. As the EFW staff is small, communication, changes, upgrades and ideas can be implemented quickly and efficiently. Project Manager reviews attendance data and oversees staff performance and well being as well as student progress, testing, class schedules and overall program satisfaction. In addition, as many of the enrollees are resettled by the IIM Casework Department EFW staff attends a monthly Casework Department meeting to prepare for new arrivals, report on performance of individual clients and provide general summary of coursework completed. Casework also visits EFW classrooms to provide interpreting and deliver announcements directly to client/students. Students eligible for the IIM Match Grant Work Readiness Program attend weekly job seeking sessions with the Matching Grant Program Manager and Assistant. Overall, strong efforts are made to ensure student progress, productivity and compliance.

B. Computer & Communication (EL Civics)

The CC curriculum is derived from needs analysis of New American students in transition in their job search or seeking employment. Additional curriculum has been added to assist in strengthening common weaknesses in pronunciation, interview styles, identifying casual and formal conversational styles and focusing on writing practice to better prepare students for a professional job search. The curriculum incorporates overall language instruction while also addressing specific needs for newly arrived, local residents. Lessons are designed to provide instruction of topics which are most relevant and valuable to students and to instruct them of the expectations of the American workplace and academia while also incorporating basic computer skills.

C. College Readiness for Medical Careers

About thirteen years ago, the Institute had a two-tier medical careers program: a nursing assistant training program for immigrant populations and a program that provided navigation, counseling, and financial services to those who managed to enter advanced medical training programs such as nursing. There was no intermediate step, however, that assisted clients who were not yet ready for college to make that transition. When that gap was recognized, the College Readiness for Medical Careers program was created. Now there is a three-tier medical careers program. Because the purpose of this course is college preparation, the course has fall and spring semesters just like community colleges and is approximately the same length as their semesters. Semester dates are set to allow for the students' smooth transition into fall, spring, or summer college courses.

Traditionally, there have always been only one or two staff members: 1-2 instructor(s), one of whom is the program coordinator, OR one coordinator/instructor and a second staff member who assists with recruitment, tracking outcomes, and other administrative tasks. Communication and coordination is very straightforward with this small staff.

D. Nursing Assistant Training

The Nursing Assistant Training Program began in September 1990, using the state NAR curriculum for its 11-week course. All of the students were second language learners, mostly from Southeast Asia and the former Soviet Union. The ELL teacher assisted the nurse instructor with review and testing. This integrated instruction model developed into its current format over the years. As more immigrants with some proficiency in English enrolled in the program, we realized that they didn't need the full 11-week training, so we added an 8-week and then a 6-week course (the latter is no longer offered). These classes require the same NAR content, but less ELL input. In the mid 1990s, the NAR staff recognized that our students needed help with job readiness and

cultural competency issues, so the supplementary teaching modules mentioned in the ABE Course Description Template were gradually added. Some of these modules were added after conversations with human resources directors at nursing homes who hire our graduates (e.g., accent reduction classes, performance reviews, and conflict resolution, to name a few). Since 1998, a Client Services Representative has worked with students to help them resolve personal issues (e.g., transportation, housing, family issues, health insurance) that prevent them from devoting their attention to their studies. The entire staff of the NAR Program meets weekly when classes are in session. It is at these meetings that program policies are developed, student issues are discussed, and the comprehensive curriculum is evaluated and modified when necessary. From time to time, the nurse instructors meet among themselves to share their input on the NAR content, and the ELL instructors likewise meet together to review their approaches to instruction and evaluation.

JCC

JCC has one class and one teacher. The teacher develops and implements a course design based on the needs of the current learners.

Lao Family

Lao Family English School courses are developed based on CASAS test results, and the program model is to get learners from beginning ESL to GED. Courses are also designed to teach students the life skills and English necessary to succeed in the US. Although classes are based on CASAS reading levels, students' oral and written skills are also taken into account. Teachers confer with students who are ready to move to the next level. These moves are based on their CASAS score, motivation, confidence, and oral and written skills.

Courses are revised as needed based on the staff numbers and student needs. When there is a large influx of new refugees, we have shifted more staff to the beginning levels to meet the need.

Course and program expectations are communicated with staff in monthly meetings. The CASAS coordinator will also follow up with classes if students are not making reasonable level gains.

MLC

MLC has developed their program model at their 5 sites over many years, with modifications as needed along the way, constant improvements, and new programs/courses initiated as need/opportunities arise. The ABE staff team meets once a month as a whole group (several other work groups exist within our ABE team as well). This is generally where program changes are communicated and discussed, and where problem-solving occurs. Other formal communication occurs via weekly emails from supervisors to ABE staff (detailing changes, news, PD events, opportunities, success

stories, etc.). In addition, some specific problems are solved and programmatic changes are made in ad hoc groups or at the leadership team level.

MLC also does regular agency strategic planning (every 3-5 years). They just completed their 2012-2015 Strategic Plan. The ABE team develops its own annual work plan that applies to all 5 sites; the team checks-in on the progress of the work plan regularly at staff meetings and again at the end of the fiscal year. They also have at least two and up to four daylong MLC-ABE retreats each year (only for ABE staff, teachers, coordinators and managers) to make plans, share ideas and best practices, solve problems, and build trust and cohesion in the group.

MORE

The basic curriculum was last revised in August of 2011, by meetings with the program manager and relevant teachers. As new ESL classes are added or levels in classes change, the teachers and program manager select the material from the curriculum that should be included in each class. Early in 2013, the program manager and teachers will work together to discuss and decide how best to allocate the teaching of the Northstar Digital Literacy skills to ensure they are included in appropriate classes.

Neighborhood House

Neighborhood House use SCANS, ACES and Civics Standards to inform curriculum revisions. The Curriculum Lead connects with instructional staff for suggested revisions or adjustments, and the staff also glean feedback from students about what they would like included, increased or revised in classes.

SPPS

The SPPS program follows the SPPS district calendar which is then divided into monthly sessions according to a managed enrollment calendar that is determined by administration prior to the school year. A schedule of classes is also developed annually by administration for both the school year and summer session. The school year schedule is formalized in July, while the summer schedule is formalized in April/May. Past schedules, enrollment numbers, and feedback from Team Leads/teachers via the Instructional Planning Team (IPT) is taken into consideration. A separate schedule of occupational preparation and FastTRAC offerings and classes is also developed based on current grants and priorities, and incorporated with the main schedule. Administration may also use development of the schedule as an occasion to consider/reconsider course offerings based on enrollment data, teacher/learner feedback, and possibly grant work (for example, an EL/Civics grant might fund the development of a new course to replace a previously offered course). Class enrollments are monitored weekly by administration and support staff throughout the school year. Based on this data, mid-year decisions are made to cancel a class, add a class section, close a class/create a wait list, and so forth. An up-to-date draft of the schedule is housed on the staff page of the web site at all times. The occupational class schedule is revised throughout the year and emailed to

staff with copies at the front desk. Occupational classes are also promoted through tabling and class visits.

VSS

This year VSS embarked on in-depth curriculum writing (which was ignited by receiving a curriculum mini-grant) to bring their classes more into alignment with each other so the progression from the lower levels to the higher levels was more seamless. This curriculum writing involves instructional staff. The staff meet regularly to determine if the curriculum is aligned.

4.2 Summarize your consortium's current transitions programming, including FastTRAC grant projects, postsecondary readiness, employability skills and career awareness.

FastTRAC

SPPS ABE is partner in two FastTRAC grants.

The first grant is with the Saint Paul Emergency Medical Services (EMS) Academy, which is an intensive, tuition-free emergency medical technician (EMT) certification and firefighter awareness program designed for underprepared, low skilled individuals.

This grant offers a bridge class taught by an ABE teacher and Integrated courses, co-taught by an ABE and Inver Hills Community College instructor.

Upon completing the EMS Academy, graduates earn National EMT certification, 9 college credits through Inver Hills Community College, and valuable job competency training. To date, over 70 low-income, diverse young adults of Saint Paul have completed the EMS Academy.

The EMS Academy is a collaborative effort with the Saint Paul Department of Human Rights and Equal Economic Opportunity (HREEO), the Saint Paul Fire Department (SPFD), Saint Paul Parks and Recreation Youth Job Corps (YJC), Saint Paul Public Schools (SPPS) Adult Basic Education/ Hubbs Center, and Community Action Partnership of Ramsey and Washington Counties (CAPRW).

The second FastTRAC project is Ramsey County Career Pathways. This collaboration is with Goodwill EasterSeals, Saint Paul Public Schools ABE/Hubbs Center, International Institute, Ramsey County Workforce Investment Board, Health Partners, and Saint Paul College. This project includes four career pathways, Medical Office Careers (20 credit certificate), Child Development Careers (16 credit certificate), Business Office Careers (16 credit certificate), and career pathway in direct health care under Anatomy and Physiology.

College Preparation

Saint Paul ABE provides daytime college prep classes co-located at Saint Paul College and evening college prep classes located at the Hubbs Center.

College Prep Reading/Writing:

This class is a test preparation course intended for those learners who wish to prepare for the Accuplacer College Entrance Exam for Community and Technical Colleges. Emphasis is placed on acquiring and practicing skills covered in the subtests of Reading Comprehension, Language Usage, Sentence Skills and Listening.

College Prep Math:

This class is for students who have taken the Accuplacer test and need to improve the math skills needed to get into introductory college math courses. These skills include understanding basic algebra and geometry. Students needing more basic instruction in fractions, decimals, etc. will be directed to the appropriate courses.

Transition Programming

Transition programming includes 13 occupational classes which focus on high demand career pathways, employability skills, college preparation skills and computer skills. Eligibility ranges from ELL level 2 and up.

Carpentry Prep, Commercial Drivers License Permit, Intro to Business Office, Intro to Emergency Medical Services, Introduction to Child Development, Child Development-Advanced, Introduction to Health Care Careers, Medical Office Prep, Introductions to Nursing Assistant (Pre CNA), Introduction to Retail/Customer Service Literacy, Retail/Customer Service Certificate, ServSafe Food Safety, Special Low Pressure Boiler License.

These classes partner with a variety of community based organizations, local businesses, unions and post-secondary institutions.

Community Based Organizations and Transitions

The majority of Community Based Organizations (CBO) members embed transitions skills into their curricula from the beginning levels. To support this effort, SPPS includes in their Workforce Investment Act (WIA) Incentive Grant a \$10,000 allowance for mini-grants to be awarded to SPCLC CBO members. The mini-grants are awarded to qualified SPCLC CBO member sites to develop and/or implement Bridge Prep and Bridge 1 curricula components into classes serving low and mid-level learners.

To see a summary of recent mini-grants, please see end of this section. Other examples of embedded transitions content are reflected on pages 58, 59, 136, 137, and 139-156 of Attachment N.

Mini-grant Project Descriptions

2010/2011: MLC, NH, HAP – all 2010/2011 projects finished & uploaded to MNRoc

MLC

Further developed curriculum for Employment Readiness class. This will include meeting with, observing, and coordinating with the instructor of the Retail – Customer Service Certificate program at the Hubbs Center; These classes primarily serve Karen and Karenni refugees who are receiving public assistance.

Neighborhood House

The Neighborhood House Adult Education Program staff integrated skills learners need to transition into work and post-secondary opportunities into current class curricula. These skills, often referred to as SCANS (Secretary's Commission on Achieving Necessary Skills), include, and are not limited to, developing appropriate interpersonal skills, strategies for effective reading and listening, skills for scheduling, organization and note-taking and higher order and critical thinking skills. Additionally, curriculum explores fields of training and study that align with career prep courses within St Paul ABE programs and other training programs throughout the Twin Cities.

HAP

Developed an intensive ESL curriculum that covers both Bridge Prep level and Bridge I levels. Curriculum is heavily work-skills focused and directly connected to specific CASAS work-related competencies. Curriculum is a 20 hour per week, 6-week curriculum, to be covered in 8 units. The first few units will consist of orientation into the work culture, with the emphasis on vocabulary and awareness of basic dos and don'ts in the work place, and introduction to different jobs or job types.

2012/2013: CLUES, MLC, VSS – projects finished and uploaded to MNRoc

CLUES

Enhance life-skills and employment focused ESL classes by developing practical math curricula that will be integrated into ESL classes. The "Math for ESL" curricula will focus on basic, life-skills math including measurement, percentages, money and will emphasize American contexts. By integrating Math for ESL into existing classes for Beginning, Intermediate and Advance levels of ESL, CLUES will help Bridge Prep and Bridge I students to be prepared to enter career prep courses that are offered at CLUES, at the Hubbs Center and other organizations in the community. In addition CLUES will provide a written final report of all services provided through this funding.

MLC

Developing CASAS-aligned, life skill units that consistently integrate competencies from the ATLAS/ACES Transitions Integration Framework on the level of unit content and on

the level of daily, weekly and unit routines. The objective is to have the learners develop competencies for Navigating and Understanding One's Environment, through developing effective communication and critical thinking. This curriculum will create a bridge into the existing career prep classes at the MLC and Hubbs Center. In addition, MLC will provide a written final report of all services provided through this funding.

VSS

Vietnamese Social Services will develop pre-literacy curriculum that will blend work readiness and soft skills with the basics of a pre-literacy level class; developing skills with the alphabet, numbers, phonics, survival English, and basic work readiness skills. Soft skill objectives will cover communication skills, being a team player, being able to take directions and corrective action, being dependable and responsible, having proper hygiene and appearance and being consistent. VSS will provide a written final report of all services provided through this funding.

2013/2014: MLC, Neighborhood House, VSS – due March 31, 2014

MLC

This project will be to develop six months' worth of BASIC ESL (0-1) curriculum, including daily lesson plans and materials, for MLC's volunteer-led beginning classes serving learners with CASAS scores of 180-200 (Bridge Prep).

This curriculum will focus on developing CASAS-aligned, life skill units that consistently integrate competencies from the ATLAS/ACES Transitions Integration Framework on the level of unit content and on the level of daily, weekly and unit routines.

Through a combination of routines and unit objectives, learners would meet ATLAS/ACES Transitions objectives every week, such as:

- Maintaining a binder and locating items within it by day or week. (Self-Management)
- Using circumlocution to describe unknown words that (Effective Communication)
- Categorizing basic information, e.g, vowels vs. consonants, months vs. days (Critical Thinking - scaffolded).
- Recognize key vocabulary that matches own work skills (Developing a Future Pathway)

Identify and apply basic numbers and operations (addition, subtraction) with money and time. (Numeracy)

Neighborhood House

Neighborhood House will expand the curriculum and materials used in their new low-level numeracy class. Currently, twelve students with CASAS math scores 153-205 study beginning numeracy for ten hours a week. The current curriculum embeds numeracy

skills into topics such as school, cooking, health, weather, shopping, transportation, housing, and work. They will expand the curriculum to more specifically focus on job skills like running a cash register, numeracy for restaurant/kitchen work, and construction work. NH has also had difficulty finding materials that are at the correct level and focus for the learners, so NH would like to prepare a literacy/numeracy text that would be appropriate for learners up to CASAS score 205. The text would include stories, numeracy concepts, numeracy activities, and illustrations.

VSS

In addition to language skills, many ELL students arrive without basic numeracy/math skills. Daily use of numbers is as common as language---phone and address numbers, signs, bills, prices of food and clothing. Most students will need to find employment, so being able to read pay check stubs, numbers on forms at work, etc. have become equally as important.

VSS plans to incorporate numeracy/math into their ELL classes. They have monthly themes for their language content. As much as possible, they will relate the numeracy/math content to the themes but also supplement with math content that is separate from the theme.

VSS will include pre-literacy to low beginning in this grant. (High beginning and intermediate will also include numeracy/math, but the Civics teacher will develop the curriculum for those levels within the Civics grant.)