

How to Grow a Successful Program and Still Love Your Job!



Ruth Olson
IAACE Conference
04/25/2018

Let's Increase Enrollment

- ❖ Literature at food pantries, churches and ministries, WIC offices, and clinics
- ❖ Orientations in various locations with no waiting lists
- ❖ HSE 12-hour orientations over four days doing testing plus goal setting, time management, ICE, and visits by career coaches and college admissions staff.
- ❖ Begin class the following week when excitement level is highest. Follow up by orientation staff if a “no-show.”
- ❖ Establish Community Partners



The expansion started with a family literacy program in partnership with Perry Township.

Next English classes began with BACI, the Burmese American Community Institute.



The Catholic community has been very generous with space and referrals.

The Beech Grove Hornet Community Center hosts an HSE class and an ESL class.





Edinburg
Correctional Facility

Johnson County

Classes in correctional facilities can be very successful since the offenders become eligible for a time cut.



Business Partners

Dia & Co.

Ulta Beauty

Ideas from your program

Let's Manage Testing

- ❖ All ESL testing is done by one person.
- ❖ Test focus subject first.
- ❖ Ask aides to do the testing.
- ❖ Test prep. Hints and study guides.
- ❖ Report by INTERS

TABE M – Reading Concept Review Checklist

- Identity types of texts and their purposes.
- Recall information that is both directly and indirectly stated in texts such as informational articles, menus, medication, instructions, shipping labels, an index, a biography with timeline, a personal narrative, and a travel guide and graphs
- Find the main idea of a passage.
- Identify statements as fact or opinion.
- Find the meaning of words in context.
- Choose the best summary of a passage.
- Find words with opposite meanings
- Interpret and Evaluate text by answering questions like:
 - “Which statement probably explains why...”
 - “What is the difference between...”
 - “Which of these might be...”
 - “Which of these is most important...”
- Form 10 also asks students to identify cause and effect relationships.

1. Which words say \$49.99?

A. Fifty-eight dollars and ninety-five cents
B. Fifty dollars and ninety-nine cents
C. Forty-nine dollars and eighty-nine cents
D. Forty-nine dollars and ninety-nine cents

2. Where are the cups? The cups are _____ the table.



A. at
B. by
C. on
D. with

3. What does the picture show?



A. Fast food meal
B. Frozen dinner
C. Taco salad
D. Steak and salad

4. Who does the picture show?

A. mail carrier
B. nurse
C. police officer
D. teacher



Ideas from your program

Let's Direct Teachers

- ❖ Observations and class visits
- ❖ Monthly Report
- ❖ Using aides and volunteers
- ❖ New Employee Packet and Monthly Staff Meetings
- ❖ Using Curriculum—ESL and HSE Maps
- ❖ Lesson Plans

Level 1 Curriculum Map - Revolutionary War, Civil War, Civil Rights, WW II

Created by Roxanne Bauer and Ruth Olson for Central Nine Career Center

Wk/ Day	Career Readiness	Civics	Pronunciation	Future	Vocabulary	Homework
1/1	Goals/Re-assessment. (Career)	#58: Why did colonists come to America?	Alphabet Numbers	Pre-Unit Getting Started pp. 2-4	What belongs on line <u>1</u> ?	Wkbk Pages
1/2	Goals/Re-assessment (Physical, personal, and spiritual)	Discuss "Melting Pot." From where did the immigrants come?	Countries Short "a"	Unit 1, Lesson 1 Getting to Know you Vocabulary p 7	What time is it? Second, minute, hour, o'clock	2-3
2/1	Goals/Re-assessment (Educational and financial)	From where do present day immigrants come?	Countries Stresses Short "a"	Unit 1, Lesson 2 Introduce yourself pp. 8-9	How much is/are?	4-5
2/2	Career Path	#59 Who lived in America before the Europeans arrived?	Countries Titles Short "e"	Unit 1, Lesson 3 Life Skills pp. 10-11 Say your name	How much does ____ cost?	6-8
3/1	Career Path	Where do these indigenous people live now?	Contractions Short "e"	Unit 1, Lessons 4-5 pp. 12-15 Identify people/classmates	Which picture goes with ____?	9-10
3/2	Time Management	#60 What group of people was taken to America as slaves?	Contractions Short "i"	Unit 1, Lesson 6 pp.16-17 Immigrants in the U.S.	Which picture shows the speaker?	11
4/1	Time Management	When were the slaves first brought to America?	Contractions Short "i"	Unit 1, Lesson 7-8 pp. 18-19 Talk about School	Degree, diploma, AA, BS, BA	12-13
4/2	Time Management	#61 Why did the colonists fight the British?	Review "a, e, i"	Unit 1 Review pp. 22-24 Life Skills Writing p 253	Correct way to fill in a box and complete circles on a scanned test.	
5/1	Written Communication	What was this war with the British called?	Career Words Short "o"	Unit 2, Lesson 1 pp. 25-27 A Hard Day's Work	Most recent employer, supervisor, describe work	14-15
5/2	Written Communication	Teach the 13 original states.	Occupation words; a, an, plurals, Short "o"	Unit 2, Lessons 2-3 pp. 28-31 Introduce someone and talk about your job	Community places and jobs – waiter, restaurant, manager, teacher, dentist, painter, hardware store,	16-17
6/1	Oral Communication	#64 There were 13 original states. Name three.	Cardinal numbers Short "o"	Unit 2, Lesson 4 pp. 32-33 Give phone numbers	Ambulance, Police, Sheriff, Fire and Rescue, emergency card	18-20
6/2	Following Directions	#68 For what is Benjamin Franklin famous?	Contractions Short "u"	Unit 2, Lessons 5-6 pp. 34-37 Ask About Jobs. Yes/no questions	Homemaker, occupation, construction worker	21-22
7/1	Following Directions	What other Founding Fathers were not Presidents?	Long "a"	Unit 2, Lesson 7 pp. 38-39 Read about Job Skills	Trainee, catch a train, train someone, advertisement, roofer	23

Indiana's Employability Skills Benchmarks

Intellectual Risk Taking - Develops a healthy balance of mental, social/emotional and physical well-being; understands that life-long learning are necessary for long-term career success; willingness to work and learn and continually apply new knowledge

Appreciation of Diversity - Embraces diverse views and varying perspectives; demonstrates empathy and respect for others

Self-confidence - Possesses belief in own ability to succeed

Sense of Belonging - Demonstrates a sense of belonging in the job environment; demonstrates commitment to an organization

Career Path - Relates interest, aptitude and abilities to appropriate in-demand occupations in order to select career path

Level 3 Lesson Plans

Miss Teacher (Indiana Chin Baptist Church) 854

⊕ Level 3

Employability		Civics	<u>Pron</u>	Future	Vocabulary	Homework
2/2 Oct 10	<p>Team Work: Value of team work in work, school, general life, family</p> <p>How does following the rules allow for <u>team work</u>? What are the benefits?</p> <p>Team building activity: Mimes with sound</p>	<p>What are the 2 parts of the US Congress?</p> <p>#45 What are the two major political parties in the US?</p> <p>#46 What is the political party of the President now?</p> <p>#47 What is the name of the Speaker of the House of Representatives now?</p> <p>Quiz on last week's <u>information</u>.</p>	Short e	<p>Unit 1, Lesson 4 <u>pp.</u> 12-13</p> <p>Life in the U.S.</p> <p>How is life in the US different from life in your country? Write about this.</p>	<p><u>rules</u>, laws, vaccinations</p> <p>What are examples of following the rules (laws) in our state/country? Are the laws different in your country? How?</p> <p>Are vaccination laws fair?</p>	p. 5-6
3/1 Oct 12	<p>Oral Communication- (cont.)</p> <p>Share personal surveys with classmates. "Getting to know each other."</p>	<p>Quiz on questions 45-47 from Tuesday.</p>	Short d	<p>Unit 1, Lesson 5-6 <u>pp.</u> 14-17</p> <p>Holidays and Celebrations</p> <p>How do you celebrate holidays and religious events in your country? Compare (chart)</p>	<p>Independence, festival, lent, Passover, Ramadan, <u>epiphany</u>.</p> <p>Compare holiday terms and words used to describe holidays and festivals with classmates</p>	6-7

Let's Use Data

- ❖ INTERS Training and updates
- ❖ Monthly distribution of statistics per teacher and class
- ❖ Extensive utilization of comments section
- ❖ Monthly Cumulative Report

School: [ABE_30] ABE Program Central Nine Career Ctr.				Experienced Teacher			Term:	20172018
Audit Type: Calc and Manual								
Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours (C)	Number Completed Gain (D)	Number Attained HSE/Diploma	Number Separated Before Gain	Number Remaining Within Gain	Percentage Achieve Gain (H)	
ABE Level 1	1	21	0	0	1	0	0%	
ABE Level 2	13	1593	10	0	1	2	76.92%	
ABE Level 3	14	1889	11	0	2	1	78.57%	
ABE Level 4	8	882	4	0	2	2	50%	
ABE Total	36	4385	25	0	6	5	69.44%	
ELL Level 4	2	155	2	0	0	0	100%	
ELL Level 5	1	95	1	0	0	0	100%	
ELL Level 6	0	0	0	0	0	0	0%	
ELL Total	3	250	3	0	0	0	100%	
Grand Total	39	4635	28	0	6	5	71.79%	

Audit Type: [ABE_30] ABE Program Central Nine Career Ctr.				New Teacher				
Entering Educational Functioning Level (A)	Total Number Enrolled	Total Attendance Hours (C)	Number Completed Gain (D)	Number Attained HSE/Diploma	Number Separated Before Gain	Number Remaining Within Gain	Percentage Achieve Gain (H)	
ELL Level 1	36	2828	15	0	7	14	41.67%	
ELL Level 2	13	1260	9	0	0	4	69.23%	
ELL Level 3	5	559	3	0	1	1	60%	
ELL Level 4	7	377	2	0	1	4	28.57%	
ELL Level 6	0	0	0	0	0	0	0%	
ELL Total	61	5024	29	0	9	23	47.54%	
Grand Total	61	5024	29	0	9	23	47.54%	

Remember the success stories!

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