



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1f

**Meeting Date:** February 7, 2019

**Subject:** Approve Charles A. Jones Career and Educational Center's Changes to Existing Council of Occupational Education (COE) Program for Accreditation Compliance

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

**Division:** Academic Office

**Recommendation:** Approve program changes – Add new program

**Background/Rationale:** CAJ receives federal funding under WIOA Title II, Section 243. To meet WIOA Title II requirements, in the 2018-19 program year, we implemented the CAJ IET Business Essentials program for Adult English Language Learners. As described in Section 243 of WIOA Title II, Integrated Education and Training (IET) is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Our accrediting agency, Council on Occupational Education (COE), requires that COE accredited schools operating programs that are considered "Occupational Programs" by COE definition, must add those programs to the COE approved programs list. Pursuant to the COE Policies and Rules for accreditation, any changes to the COE approved programs list must be approved by our School Board. We are requesting approval to add the IET Business Essentials program as an approved CAJ program.

**Financial Considerations:** None

**LCAP Goal(s):** College, Career and Life Ready Graduates, Operational Excellence

**Documents Attached:**

1. CAJ Program Description for IET Business Essentials Program
2. COE Definition of an Occupational Program
3. Signature page for approvals to add IET Business Essentials as a CAJ program

**Estimated Time of Presentation:** N/A

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

Dr. Sue Gilmore, Director, Adult Education

**Approved by:** Jorge A. Aguilar, Superintendent

**Charles A. Jones Career and Education  
PROGRAM DESCRIPTION  
INTEGRATED EDUCATION AND TRAINING (IET)  
Business Essentials Program**

As described in Section 243 of WIOA Title II, Integrated Education and Training (IET) is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. CAJ is funded under WIOA Title II, Section 243 and in the 2018-19 program year implemented IET Business Essentials program for Adult English Language Learners.

IET was piloted at CAJ in June 2018, as the IET Business Essentials program. The program was implemented over a period of eight weeks utilizing a co-teaching model which included an ESL teacher and an Administrative Assistant teacher or Job Center coaches from America's Job Center of California. The ESL Teacher provided language support in the classroom for all of the student activities within the program. All services provided to the students were housed on the CAJ campus. Three-hour classes were offered Wednesdays through Fridays from 12:00 PM to 3:00 PM. Fifteen students attended the pilot cohort and 12 students completed. The same model was used for a second cohort, October – December 2018 with 14 students in attendance, and 10 completers. After program review and gathering student feedback, it was decided to extend the program to ten weeks and include more computer instruction and practice for the students. Ten-week sessions will begin in February 2019, with two cohorts offered February 2019 through June 30, 2019. IET Business Essentials program dates for 2019-20 will be added to the school calendar for 2019-20 program year.

**The 8 Week Pilot of CAJ IET Business Essentials included:**

**The computer training components included the following modules: (39 hrs., 45 min.)**

- I. Keyboarding and Ten Key** – 24 hours of instruction and practice.  
Students are strongly encouraged to continue practicing at home every day.
- II. Computer Basics**
  - Computer Basics 1 – Using the Mouse (15 min.)
  - Computer Basics 2 – Turning the Computer On and Off (10 min.)

### **III. Microsoft Word**

- Word Basics 1 – Introduction to Word (1 hr., 30 min.)
- Word Basics 2 – Formatting a Document (2 hrs.)
- Word Basics 3 – Inserting Pictures (2 hrs.)

### **IV. Microsoft Excel**

- Excel Basics 1 – Introduction to Excel (70 min.)
- Excel Basics 2 – Creating a Family Budget (2 hrs., 20 min.)
- Excel Basics 3 – Creating a Check Register (2 hrs., 20 min.)

### **V. The Internet**

- Internet Basics – Introduction to the Internet (1 hr.)
- Internet Basics – Searching for Information (1 hr.)

## **The ESL components consisted of the following:**

### **VI. EL Civics COAPP 48.1 (level 243) “Online Communication and Digital Literacy” – 15 hours**

- Vocabulary related to Internet uses
- Conversation questions
- How do people communicate on the Internet: text messages, email, web logs (blogs), video chat/ conferencing, and social media, and chat.
- Acronyms, emoticons and other conventions used in social media
- Communication conventions: Purposes and uses of 12 social media apps/websites.
- Using chat rooms, business review sites like Yelp, and blogs.
- Interpreting an online message: vocabulary, conversation questions
- Parts of an online message
- Formatting, writing, and responding to emails.
- Burlington English: Digital Literacy: Responding to an email

## **VII. Customer Service – 10 hours**

- The Who, what, When, Where, Why and How of Customer Service
- Greeting customers, potential employers, supervisors, and co-workers
- Asking questions.
- Listening carefully and answering thoughtfully.
- Repeating what you have heard to check understanding.
- Group practice with all components of customer service.

## **The Job Center components consisted of the following workshops:**

### **VIII. CalJobs – Business IET Workforce Activities – 22 hours**

- Self-assessment in the Job Center – 2 hours
- How to register in CalJobs – 3 hours
- How to create a resume in CalJobs – 3 hours
- Job Seeker's Code of Conduct – 3 hours
- Marketing – 3 hours
- Virtual recruiter – 3 hours
- Strategies – 2 hours

## Occupational Programs

An “occupational program” is one that prepares a student for employment or job advancement. Occupational programs can be of any length, from a 40-hour phlebotomy program to a 2,000-hour dental hygiene program. The term “short program” has no meaning with COE. Whether the school calls it a “course” or a “program”, if the instruction imparts job knowledge and skills and prepares the student for employment or job advancement, it is an “occupational program” in the eyes of the Council.

**All active occupational programs offered by a school and enrolling adult students must be listed on the Postsecondary Educational Programs chart in the COE Candidate Application.** If you have an official enrollment agreement or contract that allows students to register for the XYZ Program at 600 clock hours, your Postsecondary Educational Programs chart must show the XYZ Program at 600 clock hours. An *active* program is one that enrolls students today or that has had student enrollment in the previous 12 months.

The list of occupational programs appearing on the Postsecondary Educational Programs chart is in ***no way related to federal (Title IV) student financial aid***. It does not matter if a program is Title IV-eligible or not; if it is an active adult occupational program—of any length—it is included on the Postsecondary Educational Programs chart.

What programs are NOT occupational programs? Adult literacy or GED prep; ESL (although *Vocational* ESL programs are considered occupational programs); industry contract training; “life-enrichment” continuing education; licensure or certification test preparation courses; individual courses (such as Microsoft Word, or Turbo-Tax) that may impart specific skill or knowledge, but not enough to prepare the student for employment.

Still uncertain if a program is occupational? Ask yourself: “If a student successfully completes this program, will he or she be eligible for employment or job advancement based on the skills and knowledge learned in the program?” If the answer is “yes” it is an occupational program.