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ABSTRACT
        The use of goal-based assessment in adult literacy
programs is described as an alternative to traditional assessment
procedures that do not adequately address needs of adult learners. An
Exploration Team involves the adult learner in all four dimensions of
literacy learning: practices, strategies and interests, perceptions,
and goals. The Exploration Team compiles a learner portfolio of
reading and writing samples and other information that can function
as the primary source for selecting, analyzing, and synthesizing data
for developing an educational plan for appropriate placement or
referral. Once assigned to an Exploration Team, the adult learner
spends a maximum of 24 hours over a 4-week period working in small
groups. During this time, the student is encouraged to participate in
and complete as many assignments as possible. An assessment form is
included that serves as a guide to the range of participant literacy
behaviors and skills. Most of this document contains guides and forms
related to specific activities. (Contains 5 references.) (Adjunct
ERIC Clearinghouse on Literacy Education) (LB)

GOAL - BASED ASSESSMENT

AN EXPLORATION TEAM APPROACH

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Literacy Education Action

February 14, 1991

E X P L O R A T I O N
T E A M

GOAL-BASED ASSESSMENT: THEORY AND DESIGN

Rationale

Although adult literacy programs differ from one another, they share a common concern of assessing learners. Many programs are required to assess learners for funding or accountability purposes. In most cases, programs administer standardized tests which have been modified or adapted from those designed for school age children. Standardized tests are based on the assumption that literacy is a set of technical skills for which there can be national norms. These tests do not take into account the variations related to learners' goals, community, culture, and the social contexts in which oral and written language is used.

As programs develop new instructional strategies, it becomes evident that there is a need to identify alternative assessment procedures that are more compatible with the curriculum design. Programs are beginning to question the validity or usefulness of standardized tests in assessing adult literacy skills. The instruments are limited to quantitative descriptions of skills. Moreover, traditional skills assessments tend to focus on deficits, and they are intimidating to the person being tested (Anorve, 1989).

Current traditional assessment procedures have two major drawbacks: 1) they fail to capture the richness and complexity of adult learning, and they reinforce a view of literacy as a set of autonomous, technical skills divorced from meaningful context; 2) the diagnosis of reading ability as grade levels is misleading, and it often confuses and discourages the adult learner (Lytle et. al., 1989). In short, traditional forms of assessment fail to recognize that language behaviors are not specific to books, but rather encompass many sociolinguistic activities (Herrera, 1986).

As community-based educators, we need to develop alternative forms of assessment that reflect a sociocultural view of literacy and learning. Individuals and groups vary in their purposes for reading and writing. Literacy becomes a range of practices or activities (Scribner, 1987) so that each person's literacy is by definition unique and dynamic. Thus, assessing literacy as practice means exploring the particular types of reading and writing that adults regard as meaningful and that it reflects their own purposes and aspirations. Assessment, in a learner-centered or participatory approach, is built on several assumptions. Adults come to programs with particular goals, with previous experiences with literacy, and with perceptions of reading, writing, and learning (Fingeret, 1989).

Goals of Exploration Team

The Exploration Team will involve the adult learner in all four dimensions of literacy learning: practices, strategies and interests, perceptions, and goals.

A primary factor in the process is the participant's use of oral language. Given the demographics of the area, the team will utilize a biliteracy (English/Spanish) approach throughout the entire process. In particular, this will facilitate appropriate placement in English or Spanish literacy development or referral to another program such as English as a Second Language if the student is literate in Spanish.

1. The team will focus on the role of literacy in everyday life. Learners will describe the variety of settings in which they engage in literacy practices. Home, community and work environments will be explored in order to understand the social networks and contexts in which learners now use or want to use literacy skills.

2. The adult learner's repertoire of reading/writing strategies and interests will be assessed. A variety of texts and tasks will be used including an array of materials. Criteria for assessing will include efficient and effective use of a range of reading/writing strategies.

3. The adult learner's understanding and knowledge of the reading/writing and teaching/learning processes will be assessed. The team will explore the adult's views of reading and writing, including his/her own learning history. Assessment of oral/aural skills will be part of the process in order to obtain a wider range of strengths and weaknesses. Since it is expected that participants will continue their education process, they will be exposed to qualitative and quantitative forms of assessment.

4. The adult will identify, prioritize, and discuss his/her goals and purposes for literacy learning. The learners will have the opportunity for career exploration in conjunction with decision making activities. The participants will be asked to state what their next step will be as part of their own educational plan.

The Exploration Team will compile a learner portfolio of reading and writing samples and other pertinent information that can function as the primary source for selecting, analyzing, and synthesizing data for developing an educational plan that will help determine appropriate placement or referral.

Exploration Team Design

Once assigned to an exploration team, the adult learner will spend a maximum of 24 hours over a 4 week period working in small groups. During this time, the student will be encouraged to participate and complete as many assignments as possible. Activities reflect the four dimensions of literacy learning.

WEEK #1:   LITERACY PRACTICES

Activities: 1.   Getting acquainted
2.   Discuss uses of literacy in the home, community, and workplace.
   a.   What?
   b.   When?
   c.   Where?
   d.   With whom?
3.   Filling forms
   a.   Personal information
   b.   Application forms
   c.   EPCC Continuing Education
   d.   Student survey

Criteria for assessment: Frequency and variety in types of participation in literacy-related events.

WEEK #2:   STRATEGIES AND INTERESTS

Activities: 1.   Biographical sketch
2.   Special interests
3.   Current issues; discuss areas of concern and use a Language Experience Approach to write on selected topics.
4.   Environmental print awareness
5.   Using the newspaper for literacy development
   a.   Index
   b.   Classified ads
   c.   Advertising
   d.   Headlines
6.   Selected reading

Criteria for assessment: Efficient and effective use of a wide range of strategies.

WEEK #3:   PERCEPTIONS

Activities: 1.   Schooling history
              2.   Individual perception of reading and writing
                   processes
              3.   Exploration of reading and writing theories
              4.   Current trends in adult literacy education
              5.   Personal inventory of reading and writing
                   practices
              6.   Woodcock Language Proficiency Battery

Criteria for assessment: Expressed and applied knowledge about
                           reading and writing processes,
                           strategies, texts, and tasks.

WEEK #4:   GOALS

Activities: 1.   Time-line chart
              2.   Discuss and complete checklist of goals
                   a.   Home and family
                   b.   Education
                   c.   Career or job-related
                   d.   Personal goal
              3.   Establishing priorities/Making decisions
              4.   Exploring careers/Educational plan
              5.   Self-selected tasks related to career
                   exploration
              6.   "People To Watch" newspaper activity

Criteria for assessment: Demonstrated competence at
                           self-selected tasks related to
                           goals; setting new goals;
                           reassessing previous goals; and
                           setting priorities.

GOAL BASED
ASSESSMENT

EXPLORATION TEAM
ASSESSMENT CONTENT

The exploration team design allows for more indepth qualitative assessment of individual strengths. During the entire process, the team leaders will be observing and gathering samples of work that the participants are capable of completing. Some of the activities will be completed using a language experience approach where the participant dictates to the facilitator his/her responses. The team leaders need to be constantly alert to the participants' literacy uses and skills that emerge during the various activities.

The following assessment form serves as a guide, but can not fully cover the range of literacy behaviors and skills that a participant may possess. Any additional information will help in the assessment process. Also, the final assessment must be based on the over all information obtained rather than focusing on isolated items. If the participant is administered the Woodcock Language Proficiency Battery, the results serve as additional information to help in the assessment process. The results of the test is not the focus of this assessment.

All assessment is based on observation and/or actual samples of the participant's work. Check the appropriate column for demonstrated ability/skills in each of the areas listed. Rate according the the following criteria:

	Oral Language	Writing and Reading
1 –	none	No skills demonstrated
2 –	minimal	Minimal or limited literacy skills
3 –	sometimes	Basic literacy skills developed
4 –	often	Mastery or advanced skills

The following table may be used to interpret the check-list:

Majority of check-marks in 1 and 2 – Beginning level
Majority of check-marks in 2 and 3 – Intermediate level
Majority of check-marks in 3 and 4 – Advanced level

EXPLORATION TEAM ASSESSMENT FORM

Name_____ Date_____

SS# or ID#_____ Facilitator_____

Primary language_____ Woodcock RL: English_____
                                              Spanish_____

Literacy placement level: Begining Intermediate Advanced

Program placement or referral:_____

ORAL LANGUAGE (SPEAKING/LISTENING)

	1	2	3	4
1. Gives basic personal information				
2. Understands oral directions				
3. Can give oral directions				
4. Can narrate a story or event				
5. Expresses own perceptions				
6. Participates in discussions				

Additional comments: _____
_____
_____
_____
_____

WRITING

	1	2	3	4
1. Can form lower case letters				
2. Can form upper case letters				
3. Can write name				
4. Is able to copy words from board				
5. Uses appropriate capitalization				
6. Uses appropriate punctuation				
7. Composes sentences				
8. Composes paragraphs				

Additional comments:_____
_____
_____
_____

READING

	1	2	3	4
1. Recognizes letters				
2. Recognizes letter clusters				
3. Reads and understands functional words in context				
4. Develops basic sight word vocabulary				
5. Reads basic sight words in environmental print				
6. Uses context to determine word meaning				
7. Comprehension — Demonstrates ability to: Sequence				
Identify main idea				
Recall specific details				
Paraphrase/summarize				
Predict outcomes				
Identify purpose				
Draw logical conclusions				

Additional comments:_____

_____
_____
_____

GOALS

	Yes	No
1. Demonstrates competence in reassessing previous goals		
2. Demonstrates competence in setting priorities		
3. Demonstrates competence in setting new goals		
4. Has developed a short-term educational/training plan		
5. Has stated long-term goals		

Additional Comments:_____

_____
_____
_____

LITERACY
PRACTICES

LITERACY PRACTICES

Getting started: Student orientation

The facilitator will welcome the participants
and introduce members of the exploration team.
At this point, participants need only to state
their names in introducing themselves. Later,
they will be asked to provide more personal
information.

During the opening remarks, the facilitator
will briefly explain the purpose of the
exploration team. The emphasis should be on
the idea of getting to know students better so
appropriate placement or referral can be done.
The facilitator will lead a discussion on
literacy issues. Participants should be
encouraged to express their views. It is
important that the facilitator conveys the
idea of not being alone, there are many
adults who are learning to read and write.
The following reading can be used to
stimulate discussion:

READING AND WORKING

Before 1800, most people lived on farms. Some people did
the farm work. Other people worked with their hands. They made
things. Reading was not important then. Most people did not
know how to read. Pictures were used to tell people things.
Things like where to buy something.

In the 1800s, many people went to work in factories.
Reading was somewhat important then. But many people did not
know how to read. They spent their time working with machines.

In the 1900s, machines do what people used to do. Machines
do the hard farm work. Machines run factories. Not many people
are needed to run machines. Today, most work uses reading.

In the 1700s, doing farm work was very important. In the
1800s, working with machines was very important. Today, reading
is very important in most jobs. Spend some time thinking about
reading and work. Has reading always been important? Why or
why not?

Source: Contemporary's New Beginnings in Reading, Book 4, p. 2.

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Activity 1:   Getting Acquainted

The facilitator explains the evaluation process
as a way to look at ourselves in relation to:

1. Where we've been
2. What we've been doing
3. What we want to do the rest of our lives
4. How we plan to get where we want to go

Also, we need to be aware that eventhough we all
have the same basic needs, everyone is unique.
It is this uniqueness that we are trying to
discover in order to assist each individual in
selecting an appropriate educational program.

The participants will be asked to introduce
themselves and to share whatever personal
information about themselves to the group.

After the introductions, the facilitator will
assist the participants in completing the
following exercise:

Written:

1. Write 3 things that you like about yourself.

2. What is one thing you would like to change
    in your life?

3. What can you do to change the things you
    don't like?

Discussion:

1. Have each participant discuss his/her views.

2. Continue discussion about taking control of
    things that can be changed and accepting things
    that can't be changed.

LITERACY PRACTICES
Activity 1:   Getting Acquainted

Assessment Focus

Oral: Gives basic personal information
        Can narrate an event
        Expresses own perceptions
        Participates in discussion

Writing: Writes lower case letters
           Writes upper case letters
           Can write name
           Uses appropriate punctuation
           Composes sentences

Goals: Assesses previous goals

Other information gained:

LITERACY PRACTICES
Activity 1: Getting Acquainted

Name_____ Date_____

1. Write 3 things that you like about yourself.

_____

_____

_____

_____

_____

_____

2. What is one thing you would like to change in your life?

_____

_____

_____

3. What can you do to change the things you don't like?

_____

_____

_____

_____

LITERACY PRACTICES

Activity 2:   Role of Literacy

The participants will describe the variety of
settings in which they engage in literacy
practices. The discussion will focus on the
role of literacy in everyday life, including
what, when, where, and with whom they read
and write.

It is important that the facilitator explain to ‾ ‾
the participants that oral language development
is the basis for literacy development. As adult
learners, they have a wealth of knowledge and
experiences. Regardless of their reading and
writing abilities, they will be asked to rely on
oral language skills as the key for new learning.

The participants will explore the home, work,
and community environments in order to understand
the social networks and contexts in which the
participants now use literacy skills.

The facilitator will focus on the social networks
and contexts in which the learner wants to use
acquired literacy skills.

After the discussion, the facilitator will assist
each participant in completing the form entitled
THE ROLE OF LITERACY.

LITERACY PRACTICES
Activity 2:   Role of Literacy

Assessment Focus

Oral: Understands oral directions
        Can give oral directions

Writing: Is able to copy words from the board

Reading: Recognizes letters
           Recognizes letter clusters – "wh"
           Reads and understands functional words in context

Goals: States short or long term goals

Other information gained:

LITERACY PRACTICES
Activity 2:   The Role of Literacy

Name_____ Date _____

Provide as much information as possible in answering the
following questions:

	Read?	Write?
What do you		
When do you		
Where do you		
With whom do you		

− Why do you want to learn (or to improve) your reading and
writing skills?

_____

_____

_____

LITERACY PRACTICES

Activity 3:   Forms

Discuss the use of forms.

1. Where do you have to fill them out?

2. Why do you have to fill them out?

3. What is difficult about filling out forms?

4. Explain the term "filling out."

5. What information is usually asked for
    on a form?

Write on the board the typical expressions used
in obtaining information. Ask for input from
the participants. Take time to discuss the terms
and allow time for the participants to copy them.
Make sure to include:

Name	Social Security Number
Address	Date of Birth
City	Place of Birth
State	Telephone Number
Zip Code	Emergency Telephone Number
Citizenship	Previous Employment

The facilitator will explain the set of forms
included for this session and assist the
participants in completing all the forms.

LITERACY PRACTICES
Activity 3:   Forms

Assessment Focus

Oral: Gives basic personal information
        Understands oral directions
        Can give oral directions

Writing: Can write name
           Is able to copy words from the board
           Uses appropriate capitalization

Reading: Reads and understands functional words in context
           Reads basic sight words in environmental print

Other information gained: Demonstrates ability to sequence,
recall specific details, and paraphrase/summarize in oral or
written form.

LITERACY CENTER

STUDENT DATA

Name_____ Date_____

Date of Birth_____ Age_____

Social Security Number_____

I.D. Number Issued_____

Address_____

City_____ State_____ Zip Code_____

Telephone Number_____

Emergency Contact Number_____

Sex: Male___   Female___

Single___   Married___   Widowed___

Divorced___   Single Parent___

Occupation_____

Ethnicity: Hispanic_____   Anglo-Saxon_____

            Oriental_____   Native-American_____

            Black_____   Other_____

How did you hear about our program?

Media_____   DHS_____   EPCC_____

Family/Friend_____   Other_____

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JOB APPLICATION

NAME: _____
          (Last)   (First)   (Middle)

ADDRESS:_____
        (Number)   (Street)   (Apt. Number)

CITY:_____ STATE:_____ ZIP CCDE:_____

TELEPHONE NUMBER:_____/_____
              (Home)   (Work)

POSITION APPLYING FOR:_____

DATE AVAILABLE:_____

PAST WORK EXPERIENCE:

Date	Position	Duties

RELATIVE TO CALL IN CASE OF EMERGENCY:

NAME:_____ TEL. NO._____

_____
SIGNATURE   DATE

3921

THIS FORM WILL BE RETURNED TO YOU AND MUST BE PRESENTED TO THE INSTRUCTOR AT THE FIRST CLASS MEETING.

EL PASO COMMUNITY COLLEGE

CONTINUING EDUCATION REGISTRATION FORM

CAMPUS _____

QUARTER _____   YEAR _____

PLEASE PRINT ALL INFORMATION

TO MAIL REGISTER, THIS FORM MUST BE RECEIVED TWO (2) WEEKS PRIOR TO THE START OF CLASS.

SEND TO: CONTINUING EDUCATION CASHIER, EL PASO COMMUNITY COLLEGE, P.O. BOX 20022, EL PASO, TEXAS 79998

COURSE PREFIX	COURSE NUMBER	COURSE SECTION	COURSE TITLE	DAY	TIME	LOCATION	ROOM	STARTING DATE	FEES

NAME: _____

ADDRESS: _____

CITY _____ STATE _____ ZIP _____

SS # OR I.D. # _____

HOME PHONE: (   ) _____

BUSINESS PHONE: (   ) _____

EMERGENCY PHONE: (   ) _____

SIGNATURE: _____ DATE: _____

Is EPCC to withhold release of your directory information? Yes ___ No ___

(Check Appropriate Category) *Questions regarding sex, age and ethnicity are designed to enable EPCC to demonstrate its compliance with various Federal and State statutes, regulations and/or guidelines.

DATE OF BIRTH* _____ SEX* ☐ MALE   ETHNICITY* ☐ WHITE/NON-HISPANIC   ☐ HISPANIC   ☐ AMERICAN INDIAN/ALASKAN NATIVE

HANDICAPPED* _____ ☐ FEMALE   ☐ BLACK/NON-HISPANIC   ☐ ASIAN/PACIFIC ISLANDER   ☐ NON-RESIDENT ALIEN/FOREIGN NATIONAL   COUNTRY _____

CHECK NO. _____ MONEY ORDER NO. _____ VISA ☐ MASTERCARD ☐ CARD NO. _____ EXPIRATION DATE _____

CHARGE TO: _____ AMOUNT $ _____ DRIVER'S LICENSE NO. _____

IMPORTANT: READ REFUND POLICY BELOW

REGISTRAR'S OFFICE

Course Tuition $ _____

Lab $ _____

Insurance $ _____

Other $ _____

Reg. Clerk _____ Total $ _____

REFUND POLICY

100% refund prior to first scheduled class meeting. 80% refund prior to second. Request for refund may be made in person or in writing to the Registrar - Continuing Education Office. Postmark or registrar date stamp is the official withdrawal date. Refunds require approximately 15 days to process. You are enrolled in class unless otherwise notified.

BUSINESS OFFICE

Received by _____

Receipt No. _____

Date _____

El Paso Community College does not discriminate on the basis for race, color, national origin, sex, age or handicap.

STUDENT SURVEY

EL PASO COMMUNITY COLLEGE

El Paso Community College is required to report certain student data in order to receive federal and state financial assistance. **The information will be kept confidential.** Do not answer this survey if you have already completed one since July 1. Please use a #2 pencil to darken the correct block. Return the survey in the enclosed addressed envelope. No postage is required.

1. Fill in **one** of the following:

This question is asked to determine eligibility for an Affirmative Action Program (Single Parent/Homemaker).

1	Married
2	Married. but separated
3	Married. but spouse disabled
4	Widowed
5	Divorced
6	Single

(Fold Here)

Fill in your Social Security Number

0	0	0	—	0	0	—	0	0	0	0
1	1	1	—	1	1	—	1	1	1	1
2	2	2	—	2	2	—	2	2	2	2
3	3	3	—	3	3	—	3	3	3	3
4	4	4	—	4	4	—	4	4	4	4
5	5	5	—	5	5	—	5	5	5	5
6	6	6	—	6	6	—	6	6	6	6
7	7	7	—	7	7	—	7	7	7	7
8	8	8	—	8	8	—	8	8	8	8
9	9	9	—	9	9	—	9	9	9	9

Please use a #2 pencil to darken the correct answer (Yes or No).

2. Do you have custody or joint custody of one or more children under 18? Yes No
3. As an adult has your primary work been as a homemaker caring for your home and your family? Yes No
4. Are you attending school to gain employment skills? Yes No
5. Do you need special help with your studies because of one or more of the following problems:
   Hearing   Orthopedic   Serious Emotional   Speech   Learning
   Vision   Mental Retardation   Other Long-Term Health
6. Are you certified for benefits by the local Private Industry Council (PIC)? Yes No
7. Does your family receive public assistance such as Aid to Families with Dependent Children or Food Stamps? Yes No
8. Are you dependent on a parent/guardian for financial support? Yes No
9. Are you employed? Yes No
10. Are you a migrant worker? Yes No
11. Is your parent/guardian employed? Yes No
12. Is your parent/guardian a migrant worker? Yes No
13. Is the annual income for your family less than $15.000? Yes No
14. Do the children in your family receive free or reduced price school lunch? Yes No
15. Did you graduate from high school? Yes No
16. Was your overall high school average less than a "C"? Yes No
17. Do you have difficulty speaking. reading, writing or understanding English because it is not your native language? Yes No
18. Were you referred to the College by an agency such as: Yes No
   Texas Commission for the Blind   Lighthouse for the Blind
   Texas Rehabilitation Commission   El Paso Multipurpose Center for the Handicapped
   Veterans Administration Rehabilitation   Institute of Physical Medicine and Rehabilitation
   Texas Department of Mental Health   High School Special Education Program
     and Mental Retardation
   DARE Independent Living Center

(Fold Here)

THE INFORMATION I HAVE GIVEN IS COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE.

_____   _____
Signature   Date

Name (Please Print)   Student ID Number

SCANTRON

STRATEGIES
AND
INTERESTS

STRATEGIES AND INTERESTS

ACTIVITY 1:   Biographical sketch

The participants will be asked to write a brief
biography. Depending on the ability level, the
participants can work independently or with the
facilitator using a language experience approach.

The only condition is that the participants
include something regarding childhood, adolescence
and their adulthood. The content in each area is
of their choice.

The role of the facilitator is to assist the
participants in completing their biographical
sketch and producing the final written form.
The participants will be encouraged to share their
experiences in a discussion format or by reading
their sketch.

The biographical sketch will be included in the
student's portfolio along with any other sample
of the student's work.

STRATEGIES AND INTERESTS
Activity 1:   Biographical Sketch

Assessment Focus

    Oral: Gives basic personal information
            Can narrate a story or event
            Participates in discussion

    Written: Uses appropriate capitualization
               Uses appropriate punctuation
               Composes sentences
               Composes paragraphs

    Reading: Reads and understands functional words in context
               Develops basic sight word vocabulary
               Demonstrates ability to sequence

Other information gained: The participant might reassess
previous goals, set priorities, and/or set new goals.

STRATEGIES AND INTERESTS

ACTIVITY 2:   Special interests

This activity is a continuation of the
biographical sketch. In this activity, the
participants will be asked to focus on any
special interests, hobbies, or talents they
have.

The facilitator will share his/her personal
interests and encourage others to do the same.
The discussion does not have to be related to
any specific area, i.e., work, education, or
the home. Rather, encourage the participants
give thought, to explore themselves, and state
those special interests.

After the discussion winds down, the facilitator
will assist the participants in completing the
written exercise.

STRATEGIES AND INTERESTS
Activity 2:   Special Interests

Assessment Focus

Oral: Expresses own perceptions
         Participates in discussions
         Understands oral directions

Writing: Is able to copy words from the board
          Composes sentences

Reading: Develops basic sight word vocabulary

Other information gained: The participant might discuss
priorities and/or goals as part of this activity.

STRATEGIES AND INTERESTS
Activity 2:   Special interests

Areas of special interest to me (check as many as you like):

____ Art   ____ Music   ____ Mechanics
____ Knitting   ____ Gardening   ____ Sewing
____ Sports   ____ Church work   ____ Crafts

What are some of the things you do or would like to do in the following areas:

Arts and crafts:

_____

_____

_____

_____

_____

Sports and entertainment:

_____

_____

_____

_____

_____

Social and community involvement:

_____

_____

_____

_____

_____

STRATEGIES AND INTERESTS

Activity 3:   <u>Current issues</u>

The facilitator will introduce the topic by asking
the participants to state their views on recent
news stories or situations affecting their lives.
The issues can be at the local, state, national,
or international level.

After all the participants have had an opportunity
the express their views, the facilitator will
focus on how to be a critical observer instead of
a casual observer.

The facilitator will discuss how current issues
are examined and the questions that need to be
asked.

Key phrases: What happened?
                When did it happen?
                Where did it happen?
                How did it happen?
                Who was involved?
                Why did it happen?

The facilitator will read a short newspaper or
magazine article about a current event. The
participants will be asked to <u>orally</u> answer
the questions presented above regarding the
story they have just heard.

The facilitator will assist the participants
in completing the following activity.

STRATEGIES AND INTERESTS
Activity 3:   Current Issues

Assessment Focus

    Oral: Expresses own perceptions
            Participates in discussions

   Writing: Can write name
            Can write basic sight words
            Forms lower/upper case letters
            Is able to copy words from the board
            Composes sentences

   Reading: Develops basic sight word vocabulary
            Reads basic sight words in environmental print
            Demonstrates ability to identify the main idea
            Demonstrates ability to paraphrase/summarize
            Identifies purpose
            Draws logical conclusions

Other information gained:

STRATEGIES AND INTERESTS
Activity 3:   Current Issues

Name _____ Date _____

The issues that are of interest to me are:

      1. _____

      2. _____

      3. _____

The issue that I want to write about is:

    _____

Examining the issue:

_____

_____

_____

_____

_____

_____

_____

_____

_____

My personal views and recommendations are:

_____

_____

_____

_____

_____

_____

STRATEGIES AND INTERESTS

Activity 4:   Environmental print

The facilitator will utilize an "initial
inquiry" approach for this activity. The
participants will be asked to think of the
various places and situations where they have
to read signs or printed information. This
includes stores, street signs, warning signs,
restaurants, public facilities, etc.

The facilitator will explore the following
aspects of environmental print:

How much can be read and understood?
How did you learn to read or recognize the words?
How can you apply this knowledge to learn new
vocabulary?

The facilitator will explain how recognition
of some words can be basis for learning new words
by looking for similarities. Each participant
will be asked to mention a word he/she readily
recognizes. The facilitator will focus on a
specific feature of each word and relate it to
another word. The objective is to make the
participants understand the value of applying
prior knowledge to new learning.

The facilitator will assist the participants in
completing the following activity.

STRATEGIES AND INTERESTS
Activity 4:   Environmental Print

Assessment Focus

Oral: Expresses own perceptions
        Participates in discussion

Writing: Is able to copy words from board or from
              environmental print
           Can write basic sight words in environmental print

Reading: Recognizes letters/letter clusters
           Develops basic sight word vocabulary
           Reads basic sight words in environmental print

Other information gained: Focus on specific strategies that
the participant uses in decoding environmental print.

STRATEGIES AND INTERESTS
Activity 4:   Environmental print

Name _____ Date _____

My personal inventory of sight words are:

            Stores: _____

                         _____

                         _____

        Restaurants: _____

                         _____

                         _____

          Products: _____

                         _____

                         _____

     Persons' names: _____

                         _____

                         _____

When I'm in a store or public facility, I can read:

_____

_____

_____

The street signs and warning signs that I can read are:

_____

_____

_____

STRATEGIES AND INTERESTS

Activity 5:   Using the newspaper

The facilitator will explain that the newspaper
is a source of information that can be used for
instructional purposes as well as entertainment.
As instructional material, it is timely and
inexpensive. The newspaper contains something of
interest to everyone. The variety and
relevancy creates an excellent learning tool.

The facilitator should do a quick survey to find
out who uses the newspaper and are familiar with
the variety of contents.

Using the local newspaper, the facilitator will
discuss how the newspaper is arranged.

Newspapers will be distributed to all the
participants. The facilitator will ask them to
find the INDEX located on the front page.
Start with the INDEX to show the variety of
contents. Skim through the newspaper and mention
specific sections and features.

As specific sections are viewed, the facilitator
will ask the participants to comment as to the
usefulness or interest of that particular section.
Comments can be written as a language experience
activity.

Example: The Sports section has ...
           The Ads section helps us to ...

The facilitator will assist the participants
in completing the following activity.

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STRATEGIES AND INTERESTS
Activity 5:   Using the Newspaper

Assessment Focus

Oral: Understands oral directions
        Can give oral directions
        Expresses own perceptions

Writing: Can form lower/upper case letters
           Is able to copy words from the newspaper

Reading: Recognizes letters/letter clusters
           Reads and understands functional words in context
           Reads basic sight words in environmental print
           Uses context to determine word meaning
           Is able to follow sequencing
           Recalls specific details
           Paraphrases/summarizes
           Identify purpose
           Draw logical conclusions

Other information gained:

STRATEGIES AND INTERESTS
Activity 5: Using the newspaper

Name _____ Date _____

What's in a newspaper?

Use the **INDEX** to find the following information in your
newspaper. Write the page where you found the information
and the answer to the question.

1. Weather   Find the high temperature in your city.

                       Page _____ High temperature _____

2. Television   Find a show that will be on television
                       at 7 p.m.

                       Page _____ Channel _____

                       Show _____

3. Movies   Find a movie that your family might want
                       to see.

                       Page _____ Theater _____

                       Movie _____

4. Sports   Find the name of an athlete in the news.
                       In what sport does the athlete play?

                       Page _____ Sport _____

                       Athlete's name _____

5. Comics   Find a comic strip that you like.

                       Page _____

                       Title of comic _____

STRATEGIES AND INTERESTS

Activity 6:   Selected reading

Materials needed: newspapers, magazines,
pamphlets, children's books, recipe books,
and high-interest/low literacy level books
found in the Literacy Center collection.

The facilitator will discuss the variety of
reading material. The participants will be asked
to state what would be or is their choice of
reading material.

Allow time for browsing through the material.
Continue the discussion by providing information
about libraries and other sources of reading
materials.   Depending on the participants'
needs and interests, the facilitator can discuss
aspects of children's literature as related to
literacy development, or make recommendations
as to the types of reading material that is
appropriate for the adult learner.

The participants will be asked to select some
reading material. The facilitator will assist
the participants in exploring and reading the
selected material.

The facilitator will convey the idea that there
are many forms of reading, including reading
for leisure or enjoyment. There will be no
specific tasks other than discussing or sharing
ideas and views.

The facilitator will enter in each participants'
portfolio any observations/comments relating to
individual interests and levels of skills
demonstrated.

STUDENT
PERCEPTIONS

PERCEPTIONS

Activity 1: Schooling history

In the previous activities, the participants were given the opportunity to explore and demonstrate their literacy skills. The facilitator will explain that, as adult learners, we utilize as much prior knowledge as possible when learning new material. Also, any literacy skills acquired in another language other than English help in the learning process.

If applicable, the facilitator will explain how a bilingual approach will be used for instruction. Participants need to be reminded that prior knowledge and attitudes toward the learning process are very important. The following sessions will focus on these two aspects.

For this session, the participants will be asked to discuss their schooling histories. The discussion should include how much schooling and their experiences with it. Also, discuss the importance of education. If the participants are willing, ask them to share their personal views in regard to what's happening to them and their families.

After discussion, the participants will be asked to complete the Schooling History Form.

PERCEPTIONS
Activity 1:   Schooling History

Assessment Focus

   Oral: Understands oral directions
            Expresses own perceptions
            Participates in discussion

   Writing: Is able to provide personal information
            Uses appropriate capitalization/punctuation
            Composes sentences

   Reading: Reads and understands functional words in context
            Develops basic sight word vocabulary

   Goals: Demonstrates competence in reassessing previous goals
            Demonstrates competence in setting new goals
            Has stated long or short term educational goal

Other information gained:

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PERCEPTIONS
Activity 1:   Schooling History

Name_____ Date_____

SCHOOLING HISTORY

1.   How many years of education have you completed?   _____

2.   Where did you attend school?   _____

3.   How long has it been since you attended school?   _____

4.   Have you ever attended adult classes?   _____

     If yes, state where and when.   _____

5.   Are you now enrolled in EPCC classes?   _____

     Have you ever been enrolled in EPCC classes?   _____

LANGUAGE SURVEY

1.   What language do you speak with your spouse, friends, or
     relatives?

     _____

2.   What language do you speak with your children?

     _____

3.   What language or languages do your children speak?

     _____

4.   What language do your children speak to you?

     _____

5.   What language do your children speak among themselves?

     _____

6.   What language do you prefer for instruction?

     _____

PERCEPTIONS
Activity 1 Page 2: Schooling History

EXPERIENCES AND VIEWS

Complete the following statements:

1. My schooling experience was _____

_____

_____

_____

_____

_____

2. Education is _____

_____

_____

_____

_____

_____

3. My educational goal is _____

_____

_____

_____

_____

_____

PERCEPTIONS

Activity 2:   Student survey

In order for any person to be successful in
whatever he wants to do, he needs to know himself
first. It is the same in education. There is no
guarantee that a particular method, material, or
instructor will give you success. A great deal
depends on your own efforts.

The facilitator will provide a short introduction
to this topic. The focus will be on how important
attitudes are in being able to meet goals.

The participants will be asked to complete a
survey before continuing the discussion. If they
are not familiar with surveys, the facilitator
will explain the concept and process.

Complete the student survey.

After completion of the survey, the discussion
will continue. The facilitator will tally
responses for each item and allow for comments.

The group will explore ideas related to learner
attitudes and the learning process. The
facilitator will convey the idea of different
types of learning. There is learning that occurs
in the world around us and learning in a
classroom. The end product is the important
thing. Often, we don't give ourselves enough
credit for the amount of knowledge we have
acquired outside a classroom setting. The
participant needs to know that all prior
knowledge is important and does contribute to
his new efforts in furthering his education.

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PERCEPTIONS
Activity 2:   Student Survey

Assessment Focus

    Oral: Understands oral directions
           Expresses own perceptions
           Participates in discussion

Other information gained:

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PERCEPTIONS
Activity 2:   Student Survey

Name_____ Date_____

After each statement is read, indicate if you agree or
disagree with it.

1. Only in school is it possible to
    learn to read.   Agree   Disagree

2. Only the teacher knows the best
    way in which a student can learn.   Agree   Disagree

3. Books are an absolute necessity in
    order to learn to read and write.   Agree   Disagree

4. Only in school is it possible to
    learn to speak and read English.   Agree   Disagree

5. What I learned in school as a child
    does not help me in my studies as
    an adult.   Agree   Disagree

6. Knowing how to read and write in
    Spanish does not help me to learn
    how to read and write in English.   Agree   Disagree

7. Learning to read and write means
    learning lists of words.   Agree   Disagree

8. The reading and writing that I use
    outside of the classroom is useless
    in the classroom.   Agree   Disagree

9. The English that we study in school
    is very different from the English
    we use outside the classroom.   Agree   Disagree

10. In order to learn English, it's
    necessary to translate everything
    into my native language.   Agree   Disagree

PERCEPTIONS

Activity 3: <u>Exploration of reading and writing theories</u>

After completion of the student survey, the facilitator will continue the discussion with focus on the participants' own views of how a person learns to read and write.

The facilitator will discuss the terms "traditional" and "non-traditional" in relation to instructional approaches. The facilitator will also explain the following approaches to teaching reading and writing:

a. Phonics approach; sequencial and mastery learning (Back to Basics)

b. Sight word approach

c. Language experience approach

The facilitator will also discuss how <u>writing</u> and <u>grammar rules</u> are introduced in the different approaches.

<u>Writing</u> will be explained to the participants as a process involving thinking, communicating, and composing. Writing does not mean filling in the blanks. Writing is a social event, and the emphasis is on the experiences being shared.

The facilitator and participants need to be aware of the functional uses of writing:

a. for instruction and information purposes (transactional)

b. to convey and gain meaning; experiences (expressive)

c. to clarify, interpret, and give value to experiences; to allow opinion (value forming)

d. for inquiry, criticism, and problem solving (problem solving)

The participants will be encouraged to express their views and to ask questions for clarification.

PERCEPTIONS
Activity 3:   Exploration of reading and writing theories

Assessment Focus

   Oral: Understands oral directions
           Expresses own perceptions
           Participates in discussion

Other information gained:

PERCEPTIONS

Activity 4:   Current trends in adult literacy education

This activity is a follow-up to the discussion
on Reading and writing theories. The focus
of this discussion is to explore the instructional
approaches that are currently used in adult
literacy programs.

The facilitator will explain the idea of persons
having different learning styles. For this
reason, traditional and non-traditional approaches
are necessary. In many cases, a combination of
the two approaches work very well.

The group will consider such topics as:

a.   Integrating consumerism in literacy
     development.

b.   Integrating environmental print in literacy
     development.

c.   Using computers for literacy development.

d.   Development of specific workplace literacy.

e.   Using language experience approach for
     literacy development.

As a wrap-up of this discussion, the facilitator
will ask the participants to state which
approach or approaches would be appropriate for
their literacy development.

PERCEPTIONS
Activity 4:   Current trends in adult literacy education

Assessment Focus

    Oral: Understands oral directions
            Expresses own perceptions
            Participates in discussion

Other information gained:

PERCEPTIONS

Activity 5:   Personal Inventory of Reading and Writing
              Practices

This activity is a continuation of the previous
discussion on the Role of Literacy (Literacy
Practices, Activity 2). In that discussion, the
participants were asked to describe the variety
of settings in which they engage in literacy
practices.

For the first part of this activity, the
facilitator will focus on the social networks
in which we are constantly bombarded with
instances of reading and writing. The second
part explores the specific instances or examples
of reading and writing.

The facilitator will use this activity to
reinforce the ideas presented in the session
dealing with the functional uses of writing
(Perceptions, Activity 3).
These functions are:

a.   for instruction and information purposes
     (transactional)

b.   to convey and gain meaning; experiences
     (expressive)

c.   to clarify, interpret, and give value to
     experiences; to allow opinion
     (value forming)

d.   for inquiry, criticism, and problem solving
     (problem solving)

PERCEPTIONS
Activity 5: Personal inventory of reading and writing practices

Assessment Focus

    Oral: Understands oral directions
            Gives basic personal information
            Expresses own perceptions
            Participates in discussion

    Writing: Is able to copy words from the board
              Is able to write short answers to questions

    Reading: Reads functional words in context
              Reads basic sight words
              Reads written instructions

Other information gained:

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PERCEPTIONS
Activity 5:   Personal Inventory of Reading and Writing Practices

Name _____ Date _____

CONSUMERISM

1. Do you buy groceries for your family?   _____

2. Do you shop for your own clothes and other needs?_____

3. How do you determine which products and brands to buy?

    Groceries:

    _____

    _____

    _____

    Clothing and other products:

    _____

    _____

    _____

4. My favorite supermarket is _____

5. My favorite department store is _____

TELEVISION

1. Do you watch television?   _____

2. How much television do you watch?

    _____

3. Which channels do you prefer?   English _____
                                    Spanish _____

4. What kind of programs do you like to watch?
        ____ Soap operas   ____ News   ____ Comedy
        ____ Drama   ____ Documentary   ____ Musical
        ____ Game Show   ____ Talk Show   ____ Cartoons

5. Which is your favorite program? _____

PERCEPTIONS
Activity 5 Page 2: Personal Inventory...

LEISURE TIME

1. What do you like to do for fun and relaxation?

   _____

   _____

2. Which is your favorite place(s) for fun and relaxation?

   _____

   _____

3. Do you have a special project or hobby?   _____

   If yes, what is it? _____

READING AND WRITING PRACTICES

Think of the different ways in which reading and writing is used or needed in the following situations:

Consumerism: _____

   _____

   _____

Television: _____

   _____

   _____

Leisure: _____

   _____

   _____

At work: _____

   _____

   _____

Activity 6:   Woodcock Language Proficiency Battery

Prior to administering the Woodcock Language
Proficiency Battery, the facilitator will
explain the purposes for testing and the
different types of tests.

The distinction between standardized tests and
goal-based informal assessments will be made.
The facilitator will make reference to the
exploration team as an example of a goal-based
informal assessment process. This process
attempts to find out what the person's
knowledge and experiences are so an appropriate
instructional program can be determined.

The Woodcock Language Proficiency Battery is
an example of a standardized test. This test
will tell us how the person compares to others
who have taken the test by defining a level of
competence. Also, the levels correspond to
school grade levels.

The participants need to know that testing is
very common in school settings. As they
continue their schooling, they will be taking
more tests. Being familiar with the testing
procedures helps to minimize nervousness and
perhaps help to do better on the test.

GOALS

GOALS

Activity 1:   Time-line chart

The purpose of this activity is to give the
participants an opportunity to analyze and
identify the following:

a.   Projections
      Have you thought of what you would like
      to do in your future?

b.   Goals
      What specific goals have you set for
      yourself?

c.   Accomplishments
      What are some important or satisfying things
      that you have accomplished up to now?

d.   Work
      Are you satisfied with the work you have done?
      What type of work would you like to do?

The facilitator will write some of the comments
on the board. The idea of "high points" and
"low points" in our lives will be brought into
the discussion. These serve as markers or
indicators of positive and negative events in
our lives. Often, these positive and negative
events have a significant influence on our
thinking and goal-setting.

Using the example in the activity page, the
facilitator will explain a time-line chart.
It helps us to see where one has been and where
one is going. The participants will also have
an opportunity to make their own time-line chart.

GOALS
Activity 1:   Time-line chart

Assessment Focus

    Oral: Understands oral directions
            Gives basic personal information
            Expresses own perceptions
            Can narrate an event
            Participates in discussion

    Writing: Is able to copy words from the board
               Composes short sentences or phrases

    Reading: Reads functional words in context
               Reads basic sight words
               Reads written instructions

Other information gained:

GOALS
Activity 1: Time-line chart

Name _____ Date _____

Example of a time-line chart:

```
1946    I was born.
1958    My family moved to California.
1959    I quit school.
1965    I got married.
1966    My first son was born.
1968    We moved back to El Paso.
1969    My daughter was born.  We bought a house.
1975    My mother died.
1982    My daughter graduated from high school.
1983    My husband lost his job.
1985    We lost our house.
1986    I started to work in the factory.
1987    I went back to school.
1989    My husband was in a serious accident.
1990    My son got married.
```

For each event, make a dot above the line if it is positive or
below the line if it is negative.
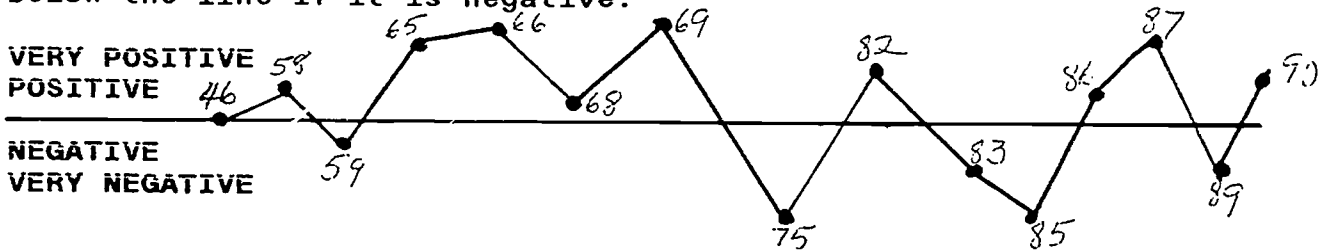
Now, make your own time-line chart.

VERY POSITIVE
POSITIVE

NEGATIVE
VERY NEGATIVE

GOALS

Activity 2:   Goals checklist

The group will define and discuss the meaning
of goals. The facilitator will focus on the
following areas:

a.   Home - - obtainin g better housing
                buying a home
                keeping up with the "Joneses"

b.   Family - - spending quality time together
                customs and traditions
                special needs for family members
                fun and vacations

c.   Education - - helping the children
                planning for the future
                improving your skills
                starting out anew

d.   Career or job - - securing a job
                doing a job I like
                getting a good paying job

e.   Personal goals - - vocation or career
                marriage
                education
                financial security
                travel
                community service

GOALS
Activity 2:   Goals checklist

Assessment Focus

Oral: Understands oral directions
        Gives basic personal information
        Expresses own perceptions
        Can narrate an event
        Participates in discussion

Other information gained:

GOALS

Activity 3:   Establishing priorities

This activity is in conjunction or continuation of Activity 2: Goals Checklist.

The facilitator will discuss the difference between goal and priority. Based on the discussion on goals, the participants will be asked to list their goals.

After the goals have been listed, the participants will be asked to list those goals in terms of priority.

If there is something else that the participants wish to add as a priority, even if not mentioned before, they may do so.

After this activity is completed, the discussion will continue. The focus will shift to the decision-making process.

The participants will have the opportunity to state their priorities and the decisions that are needed to be made in working toward our goals. Often, we need to make "sacrifices." That is one of many decisions that must be made in order to obtain a specific goal.

GOALS
Activity 3:   Establishing priorities

Assessment Focus

   Oral: Understands oral directions
            Gives basic personal information
            Expresses own perceptions
            Can narrate an event
            Participates in discussion

\riting: Is able to copy words/expressions from the board
            Composes short responses to questions

Reading: Reads and understands functional words in context
            Reads and understands written instructions
            Develops basic sight word vocabulary
            Reads basic sight words

   Goals: Demonstrates competence in setting priorities
            Demonstrates competence in reassessing previous goals
            Demonstrates competence in setting new goals
            Demonstrates competence in developing an educational
              or training plan
            Has stated short and long term plan

Other information gained:

GOALS
Activity 3: Establishing priorities

Name_____ Date _____

List your goals for each area:

1.   Home   _____
                           _____
                           _____

2.   Family   _____
                           _____
                           _____

3.   Education   _____
                           _____
                           _____

4.   Career or job   _____
                           _____
                           _____

5.   Personal goals   _____
                           _____
                           _____

Now, list your goals in terms of <u>priority</u>.

1.   _____

2.   _____

3.   _____

4.   _____

5.   _____

I have made the decision to_____
_____

Some of the things I will need to do in order to obtain my
goal are:_____

_____

_____

GOALS

Activity 4:   <u>Exploring careers</u>

The facilitator will ask the participants to
discuss career choices. At this time, the idea is
to generate open discussion without concern for
what is realistic or unrealistic choices.

As the discussion progresses, the facilitator will
be writing the different careers mentioned. The
facilitator needs to include additional options
for the sake of exploration if the list is limited
to just a few.

During the discussion, focus on the types of
skills that are required for the job. Also, it
is important to mention the training that is
necessary.

After the participants have had time to freely
express their ideas, the facilitator will start to
narrow the discussion in terms of making more
realistic choices.

Each participant will be asked to complete the
following form.

GOALS
Activity 4:   Exploring careers

Assessment Focus

    Oral: Understands oral directions
             Gives basic personal information
             Expresses own perceptions
             Can narrate an event
             Participates in discussion

Writing: Is able to copy words/expressions from the board
             Composes short responses to questions

Reading: Reads and understands functional words in context
             Reads and understands written instructions
             Develops basic sight word vocabulary
             Reads basic sight words

    Goals: Demonstrates competence in setting priorities
             Demonstrates competence in reassessing previous goals
             Demonstrates competence in setting new goals
             Demonstrates competence in developing an educational
               or training plan
             Has stated short and long term plan

Other information gained:

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GOALS

Activity 4: Exploring careers

Name_____ Date _____

I have interest in the following careers:

___ Accounting	___ Auto Mechanics
___ Alteration/Tailoring	___ Aviation Technology
___ Child Development	___ Construction Technology
___ Court and Conf. Reporting	___ Commercial Art
___ Correctional Science	___ Cosmetology
___ Data Processing	___ Drafting/Design Technology
___ Dietetic Technology	___ Dental Assistant
___ Dental Hygiene	___ Educational Assistance
___ Electronics Technology	___ Emergency Medical Tech.
___ Financial Management	___ Fashion Illustration
___ Fashion Merchandising	___ Fire Technology
___ General Business	___ Graphic Arts
___ Horticulture	___ Hospital Pharmacy Tech.
___ Heating/Air Conditioning	___ Human Services
___ Law Enforcement	___ Legal Assistant
___ Institutional Food Service	___ Interior Design
___ Insurance	___ Management
___ Media Production Tech.	___ Medical Records Technology
___ Machine Shop	___ Medical Lab Technology
___ Medical Lab Transcribing	___ Office Clerk
___ Nurses Aid	___ Photography
___ Opthalmic Technology	___ Parapro/Hearing Impaired
___ Quality Assurance Tech.	
___ Radiation Therapy Tech.	___ Radiologic Technology
___ Respiratory Therapy Tech.	___ Recreational Literature
___ Real Estate	___ Radio-TV Technology
___ Radio-TV Repair	___ Secretarial Science
___ Surveying	___ Solar Equipment Installer
___ Surgical Technology	___ Travel Counselor
___ Welding	___ Word Processing

Others:_____

My career choice is_____

My educational and training plan is_____

_____

_____

_____

GOALS

Activity 5: Exploring careers - self selected tasks

This activity is recommended for participants
who are undecided about a career choice or who
simply wish to obtain more information about
different careers.

The two following sources are available for
career exploration:

The Career Box
Occupational Resource Module
Authors: Thetis Powers Reeves
         Lawrence F. Reeves

Materials included: Teacher's Guide
                     Informational booklets

Materials are available on a check out basis for
use in the Literacy Center only. The Career Box
can be located in Kay Taggart's office area.

El Paso Community College Career Center
Valle Verde Campus   C-112   594-2417
Rio Grande Campus   233   534-4034
Transmountain Campus   A-300   757-5111

The career exploration lab gives individuals the
opportunity to experience various jobs. The work
stations use a variety of activities and materials
use on the job. An audio-visual program guides
the student through the activities for each work
station.

The attached program description provides detailed
information.

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GOALS
Activity 5:   Exploring careers — self selected tasks

Assessment Focus

    Oral: Understands oral directions
          Expresses own perceptions
          Participates in discussion

Reading: Reads and understands functional words in context
          Reads and understands written instructions
          Develops basic sight word vocabulary
          Reads basic sight words

    Goals: Demonstrates competence in setting priorities
          Demonstrates competence in reassessing previous goals
          Demonstrates competence in setting new goals
          Demonstrates competence in developing an educational
            or training plan
          Has stated short and long term plan

Other information gained:

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EPCC - CENTRO DE CARRERAS

VALLE VERDE   Oficina C-112   594-2417

RIO GRANDE   Oficina 233   534-4034

TRANSMOUNTAIN   Oficina A-300   757-5111

LABORATORIO DE EXPLORACION PARA CARRERAS VOCACIONALES

El propósito del Laboratorio Vocacional es para proporcionarle con:

- medios realistas de explorar una variedad de actividades de trabajo,
- la oportunidad para usar el equipo y los materiales necesarios para desempeñar una variedad de trabajos, y
- experiencia directa para ayudarle a seleccionar una vocación que le interese y un programa de estudio que se ofrezca en EPCC.

Un programa audio-visual le guiará paso a paso entre las actividades requeridas en la estación que seleccione sobre la Exploración de Carreras.

Las siguientes son las estaciones que ofrecemos:

Campus Valle Verde

1. Análisis Básico de Laboratorio
2. Cálculos y Registros de Datos
3. Dibujo Lineal
4. Servicio de Motores
5. Montaje Electrónico
6. Informática
7. Albañilería
8. Servicios Médicos
9. Servicios de Oficina
10. Maquinista
11. Refrigeración y Aire Acondicionado

Campus Río Grande

1. Fabricación y Reparación de Máquinas
2. Soldadura

Campus

1. Obrero de Chapa de Metal
2. Carpintería

LLAME PARA HACER UNA CITA. CON TODO GUSTO LE ASISTIREMOS.

ESTACION DE TRABAJO Y SITIO	VERSION ESPAÑOL	GRUPO OCUPACIONAL	
		MAS REPRESENTATIVO	OTROS OFICIOS TIPICOS
Aire Acondicionado/ Refrigeración Valle Verde	Sí	Mecánico de Refrigeración	Instalador/Mantenedor de Sistemas Ambientales Mantenedor/Aparatos de Gas Reparador/Unidad de Refrig. Instalador/Enfriador de Evaporación Reparador/Aparatos Eléctricos Instalador/Aparatos Domésticos
Análisis Básico de Laboratorio Valle Verde	No	Ayudante Científico	Limpiador/Equipo de Laboratorio Probador de Laboratorio I Probador de Tierra Probador de Laboratorio
Cálculo/Registro de Datos Valle Verde	Sí	Operario de Calculadora	Operario/Máquina de Cuentas Cálculo de Formulas Calculador/Préstamos de Pólizas de Seguro Encargado de Control
Dibujo Lineal Valle Verde	Sí	Dibujante, Aprendiz	Dibujante Eléctrico Estimador de Distribución Dibujante Mecánico Detallista; Dibujante, Patentado Ilustrador Técnico
Montaje Electrónico Valle Verde	Sí	Armador/Circuitos Impresos	Fabricante de Cables Armador Electrónico Armador/Grupo de Cables Eléctricos Armador/Accesorios Eléctricos Armador Condensador
Informática Valle Verde	No	Operario de Computadoras	Operario de Sistemas de Computadoras Operario "In-file" (de Archivos) Mecanógrafo de Datos Operario, Cifrador de Informática Operario, Teclado Perforador (Keypunch) Numérico Operario, Teclado Perforador Operario, Cinta Magnética Mecanógrafo, Máquina Perforadora Operario, Máquina de Escribir Telegráfica Operario Verificador
Fabricación y Reparación de Máquinas Río Grande	No	Operario, Montaje de Máquinas de Herramientas	Maquinista Inspector de Trazado Ajustador de Trabajos

ESTACION DE TRABAJO Y SITIO	VERSION ESPAÑOL	GRUPO OCUPACIONAL MAS REPRESENTATIVO	OTROS OFICIOS TIPICOS
(Fabricación/Reparación de Máquinas)			Operario, Montaje de Máquinas Ajustador de Máquinas Operario de Tornos - Manual
Albañilería Valle Verde	Sí	Aprendiz de Enladrillador	Enladrillador Albañil, Bloques de Carbonilla (Cinder-Block) Reparador, Ladrillo Refractario Albañil de Hornos Ajustador de Monumentos Ayudante, Ajustador de Baldosa Indicador de Alforza
Servicios Médicos Río Grande	Sí	Ayudante de Enfermera	Enfermera, Sin Título Asistente de Enfermera Ayudante, Terapia Física Ayudante de Ambulancia Encargado, Entrada de Hospital
Servicios de Oficina Valle Verde	Sí	Oficinista, General	Oficinista-Mecanógrafo Oficinista, Referencia de Crédito Recepcionista Oficinista de Cobros Oficinista, Sala de Hospital
Operario, Máquinas de Producción Valle Verde	Sí	Operario, Máquinas Inyección-Moldura	Operario, Mezcladora Ajustador de Moldes Moldeado-Compresión Operario de Máquinas Moldeador de Plancha
Obrero, Chapa de Metal Transmountain	Sí	Obrero, Aprendiz, Chapa de Metal	Obrero, Chapa de Metal Fabricante, Artículos Especiales Fabricador de Modelos, Chapa de Metal Cortador, Chapa de Aluminio Instalador de Conductos Fabricante de Campanas
Servicio, Motores Pequeños Valle Verde	Sí	Mecánico Automotriz	Mecánico de Motocicleta Mecánico de Taller Reparador de Camiones Mecánico de Frenos Ayudante, Mecánico de Mantenimiento Ayudante Reparador Ayudante, Ajustador de Máquinas

ESTACION DE TRABAJO Y SITIO	VERSION ESPAÑOL	GRUPO OCUPACIONAL MAS REPRESENTATIVO	OTROS OFICIOS TIPICOS
Soldadura Río Grande	sí	Soldador, de Gas	Soldador de Caldera Soldador, Resistencia Soldador, Armador Cortador de Llamas, Manual Soldador, Línea de Producción
Carpintería Transmountain	sí	Ensamblador de Armarios	Obrero de Contrachapado Ensamblador de Mangos Constructor de Marcos de Madera Ensamblador de Ferretería Obrero, Productos de Mimbre Ensamblador, Productos de Mimbre

FOR TOMORROW'S CAREER VISIT YOUR CAREER PLANNING CENTER

EL PASO COMMUNITY COLLEGE

MORE INFORMATION

Call us or visit any of the three campuses:

Rio Grande
534-4034   Room 233

Transmountain
757-5111   Room A-300

Valle Verde
594-2661 Student Services Center SSC-115

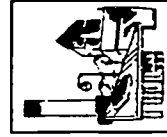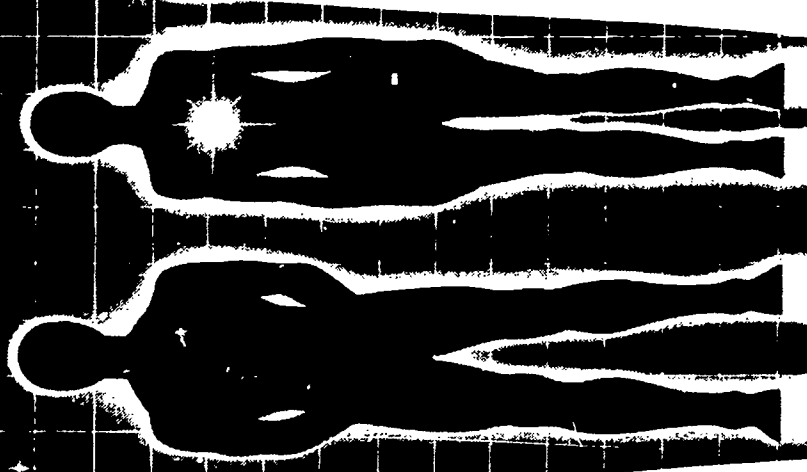> *If you don't know where you are going, how can you expect to get there?*
> *Basil S. Walsh*

WHAT OTHER SERVICES ARE PROVIDED?

● Career Days: Federal, State, and Local Agencies provide career and employment information.

● Campus Tours: Information about the College, degree programs, and visits to Labs and Departments.

● Presentations and Workshops: Career Planning information, self-assessment and career exploration activities are conducted to groups and classes.

● Career Courses: The Counseling Department offers a three-hour credit course (HUMD 3102), Occupational Planning, during the Fall and Spring semesters to provide you with a more in-depth orientation to the world of work and career exploration.

WHERE CAN I GET HELP?

El Paso Community College maintains a comprehensive Career Center at each campus and provides a variety of Interest Inventories and career exploration resources. Career services assist students in realizing their personal, educational, and occupational goals.

The Counseling Office at each campus provides career counseling services by appointment or on a walk-in basis.

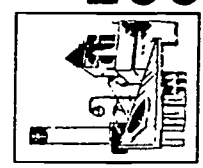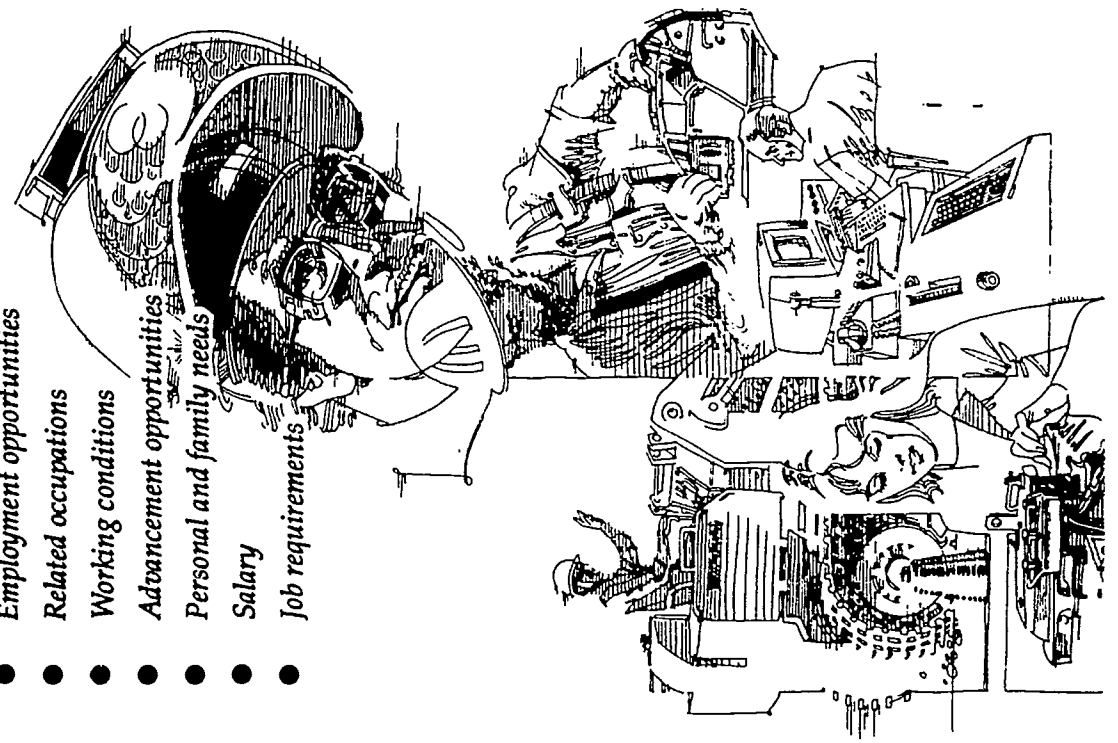## WHAT CAREER EXPLORATION RESOURCES ARE AVAILABLE?

- Filmstrips
- Video Tapes
- Career and occupational information books
- Brochures
- College and University catalogs and reference books
- Scholarships, Grants, and Loans reference books
- Vocational Exploration Lab: The hands-on exploration lab provides you with a realistic way of exploring various occupations. It consists of specialized workstations designed to simulate specific job tasks in an occupational group. Each station includes an audio-visual instructional program format which leads you step-by-step through completion of the job samples.

WORKSTATIONS INCLUDE:
- Air Conditioning and Refrigeration Service
- Basic Laboratory Analysis
- Data Calculation and Recording
- Drafting
- Electronics Assembly
- Information Processing
- Masonry
- Medical Service
- Office Services
- Small Engine Service

WHAT IS CAREER EXPLORATION?

Career exploration is getting detailed information about specific jobs and learning about career alternatives. Here are some factors you should consider when choosing a career:

- Education and training requirements
- Employment opportunities
- Related occupations
- Working conditions
- Advancement opportunities
- Personal and family needs
- Salary
- Job requirements

WHY CAREER PLANNING?

Career planning can maximize your chances for a successful career. You need to learn about yourself and the world of work so you can make an informed decision that may affect your working life for many years. You must explore, compare, and decide. These components provide the foundation for your career decisions. Don't just look at jobs that "sound good," "just pay well" or "seem exciting." Make a career decision that will bring you success and fulfillment.

WHAT IS SELF-ASSESSMENT?

Self-Assessment is learning about your interests, abilities and work-related values. Taking an Interest Inventory will enable you to identify occupations and where you fit in the world of work such as working with people, data, things, or ideas. Several Interest Inventories are available to assist you in learning about yourself.

EL PASO COMMUNITY COLLEGE

GOALS

Activity 6:   People to watch

Using the "People to Watch" weekly column
(El Paso Herald-Post), the facilitator will
read the human interest column. Key expressions
and ideas will be selected for group discussion.

The following categories will be explained and
used for discussion:

a. accomplishments

b. best asset

c. weaknesses

d. personal goal

e. daily philosophy

After discussion, the participants will be asked
to complete the activity page.

GOALS
Activity 6:   People to watch

Assessment Focus

   Oral: Understands oral directions
           Expresses own perceptions
           Can narrate a story or event
           Participates in discussion

Writing: Uses appropriate capitalization/punctuation
           Composes sentences

Reading: Reads and understands functional words in context
           Reads and understands written instructions
           Develops basic sight word vocabulary
           Reads basic sight words
           Uses context to determine word meaning
           Can paraphrase/summarize

   Goals: Demonstrates competence in reassessing previous goals
           Demonstrates competence in setting new goals

Other information gained:

GOALS
Activity 6:   People to watch

Name _____ Date _____

My accomplishments:

_____

_____

_____

_____

_____

My best asset:

_____

_____

_____

My personal goal:

_____

_____

_____

My daily philosophy:

_____

_____

_____

_____

_____

REFERENCES

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