

Course Outline

UPDATED: October/2021



Course Description:

This competency-based course is designed to assist limited English-speaking adults in creating a personal education plan by providing students with tools and resources to successfully navigate college and career pathways. The course uses multimodal approaches to engage all learners and to ensure that the needs of the variety of diverse adult learners are met. The course is designed to be used in an online, hybrid, and/or traditional in-school environment. The content and instructional strategies of this course reflect the English Language Proficiency Standards (ELPS), the Dept. of Education Employability Skills Framework, the College and Career Readiness Standards (CCRS), and the International Society for Technology in Education (ISTE) Standards.

Program: English as a Second Language (ESL & Citizenship)

Course of Study: English as a Second Language (ESL)

Course: 2:1050 ESL Multi-Level

50-01-50

Student Tools for Educational Pathways (ESL)

Credits: 0*

Hours: 12

Prerequisites:

None

**This is a non-credit course and may be repeated to learn specific competencies.*

LA Unified School District
Division of Instruction
Division of Adult and Career Education
<https://www.launifiedadult.org/>

Student Tools for Educational Pathways

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Thanks to Dora Pimentel-Baxter for coordinating this project.

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APPROVED:



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Executive Director

Division of Adult and Career Education

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements.

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-9

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are listed sequentially in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction to enable each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. The curriculum, instruction, and assessment share common characteristics based on clearly stated competencies and are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

Course Outline Components

INSTRUCTIONAL STRATEGIES

pp. 10-11

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, and Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover,
pp. 7-9

The approximate time devoted to each instructional unit within the course and the total hours for the course are indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education), is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 12

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be met.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After students have completed all the objectives of the course, they should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

USING the STUDENT TOOLS FOR EDUCATIONAL PATHWAYS COURSE

Research shows that the Guided Pathways approach to student onboarding--including structured assessment, counseling, and orientation--leads to higher levels of student persistence and retention.

This course intends to provide a competency-based orientation for ESL students who are entering the adult school system. Optimally, this course is taught before students are placed in an ESL class. Students may participate in orientation sessions offered virtually or in-person at the time of registration or during pre-scheduled orientation sessions. The course is designed around the following three themes: Digital Literacy Skills, Data Literacy Skills, and Counseling and Orientation.

By participating in this course, students will be prepared to participate successfully in adult education and learn the skills needed to be reach their educational and/or career goals. Some of the topics addressed in this course are: understanding the school system, understanding how to navigate online learning, organizing studying materials, managing class schedules, developing good studying habits, creating a home environment conducive to learning, understanding the difference between asynchronous and synchronous learning, understanding the importance of good attendance, building data literacy by completing required state and federal forms (e.g., CASAS Reading/Listening Test, TOPSpro Entry Forms, Perkins Forms, CalWORKs Forms) to measure student success and support continuous improvement, knowing the layout of their school sites, and being familiar with the various programs offered through the Division of Adult and Career Education.

To further assist students with reaching their long and short term educational and/or career goals, students will complete Individualized Student Plans (ISP). ISPs provide students detailed plans identifying courses needed to attain their educational and/or career goals. The ISPs are reviewed periodically with the students to ensure they are making progress in meeting their goals.

CBE

Competency-Based Education

COMPETENCY-BASED COMPONENTS

for the *Student Tools for Educational Pathways* course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Recommended Materials and Activities (Virtual)	Recommended Materials and Activities (In Person)
<p>I. Course Overview and Personal Information</p> <p>(2.5 hours)</p>	<ol style="list-style-type: none"> 1. Identify the objectives of the course. (Stress) <ol style="list-style-type: none"> a. Description of LA Unified Adult and course options b. School student engagement (i.e. follow-up phone call, text, or email) 2. Identify the norms and functions of Zoom. (Stress) 3. Identify the different types of devices and internet requirements. (Expose) 4. Activate or re-activate the Single Sign-On (SSO) account. (Stress) 	<p>Pre-ISP Presentation (DACE Video)</p> <p>Device Infographic</p> <p>DACE-SIS Quick Guide</p> <p>DACE-SIS SSO Guides</p>	<p>Same as Virtual Activities</p>
<p>II. School Environment</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 5. Recognize the function of Single-Sign-On email, DACE-SIS Student Portal, Schoology, and Google account. (Stress) 6. Access/Log-in DACE-SIS email account.* (Expose) <p><i>*Workplace Skills: Understands and uses systems, monitors systems, improves systems</i></p> <ol style="list-style-type: none"> 7. Recognize student rights and responsibilities related to the educational program.(Expose) 	<p>DACE-SIS Quick Guide</p> <p>Overview of SSO benefits</p> <p>DACE-SIS SSO Guides</p>	<p>School Rules Handout</p> <p>School Behavioral Contract</p> <p>School Emergency Safety Handout</p> <p>School Map</p>

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the *Student Tools for Educational Pathways* course should be selected so that the overall teaching approach reflects the following standards for adult ESL instruction.

STANDARDS

- English Language Proficiency Standards for Adult Education
<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>
- College and Career Readiness Standards for Adult Education
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- International Society for Technology in Education
<https://www.iste.org/standards>

STRATEGIES

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking

PRACTICES AND RESOURCES TO SUPPORT THESE STRATEGIES FOR DIGITAL LEARNING:

- **Provide feedback.**
 - as soon as possible and frequently on both content and process of learning
- **Support students.**
 - by being accessible and communicating via multiple platforms, programs, and devices
 - by asking and responding to their goals, interests, and needs
 - by modeling activity completion in synchronous sessions that students will do independently in synchronous breakout sessions or asynchronous practice
- **Vary instructional approaches within an instructional routine.**
 - Reduce distraction and cognitive overload with simple, repeated, and organized
 - Synchronous class schedules
 - Asynchronous “classroom” environments
 - Use a small number of varied and engaging activities:
 - See “The Teacher Guide for Online Instruction” (bit.ly/finalTGOI)
- **Foster student-student interactions by:**
 - Supporting social and academic interactions between students using synchronous platform (ex. Zoom) features:
 - breakout rooms
 - chats (“everyone” and “direct message”)
 - screen share
 - annotation
 - collaborative projects
- **Set and share goals and expectations by:**
 - Clarifying expected learning outcomes and specify how learning will be demonstrated
 - Developing methods (checklists, progress charts, reflections, exit tickets) for students to monitor their progress

SUGGESTED EVALUATION ACTIVITIES

Teachers should use a variety of test measurements in more than one language skill to gain information about students. Assessments should be based on tests at appropriate levels of language skill proficiencies. Assessments may be teacher-generated, textbook-related, or standardized assessment instruments. They are designed to determine placement, progress, or promotion.

Placement Tests

The DACE-developed ESL Placement System determines the appropriate course for new students entering the school. In addition, CASAS Reading and Listening tests may be used to inform student placement.

In-Class and Online Evaluation Methods

In-class and online evaluations such as class surveys, online discussion boards, student needs assessments, goal-setting activities, and individualized planning sessions may be used to determine student knowledge before introducing an objective or to identify areas in which students need help.

Ongoing Evaluations to Monitor Student Progress

The Division Learning Management System (i.e., Schoology) will be used to support student learning and monitor student progress. Examples of ongoing evaluation methods include the following:

- a. Online activities (e.g., fill-in-the-blank, multiple choice responses, discussion boards, sentence completion, short answer responses)
- b. Applied performance (e.g., following oral or written directions, oral interviews, completing forms, writing letters)
- c. Portfolio of student work (e.g., completed forms, checklists of class competencies, learning products)

In addition, standardized pre- and post-tests (i.e., CASAS Reading/Listening) may be used to assess progress in life skills and specific language skills related to the objectives of this course.

Promotional Tests

Completion of this course is contingent upon demonstrated mastery of all course competencies.

SUGGESTED INSTRUCTIONAL RESOURCES

ONLINE RESOURCES

Schoology Master Course
DACE-SIS Quick **Guides**

INSTRUCTIONAL RESOURCE MATERIALS

International Society for Technology in Education (ISTE):
<https://www.iste.org>

OCTAE Employability Skills Framework:
<https://cte.ed.gov/initiatives/employability-skills-framework>

English Language Proficiency Standards:
<https://lincs.ed.gov/professional-development/resource-collections/profile-964>

OTHER RESOURCES

CASAS Competency List and Content Standards 2008:
www.casas.org

WEBSITES

Division of Adult and Career Education (DACE) Website:
<https://www.wearedace.org/>

DACE Schoology:
<https://dace.schoology.com/>

DACE Single Sign-On Resources:
[Single Sign-On DACE Website](#)

RESOURCE PERSONS

Administrator
Program Performance Teacher Advisor
Instructional Technology Teacher Advisor
Teacher Counselor
ESL Pathway Advisor

2016

ISTE STANDARDS FOR STUDENTS

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- build networks and customize their learning environments in ways that support the learning process.
- use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

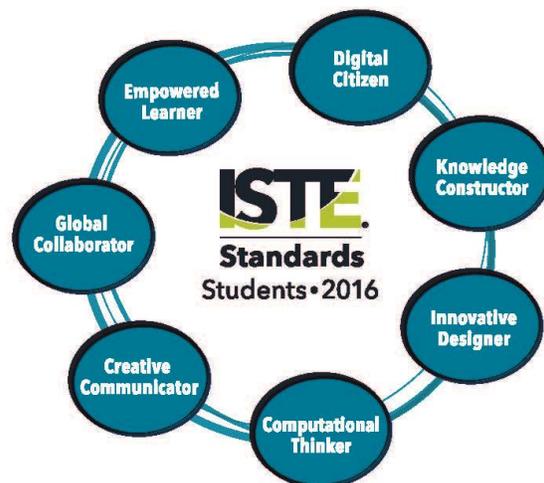
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



iste.org/standards

DEFINITIONS of INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION STANDARDS

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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Digital citizens are. . .



Inclusive



Informed



Engaged



Balanced



Alert

Join the movement to redefine what it means to be a digital citizen.

DigCitCommit
digcitcommit.org



I'm Balanced.

I make informed decisions about how to prioritize my time and activities online and off.

Learn more at digcitcommit.org

DigCitCommit



I'm Alert.

I am aware of my online actions, and know how to be safe and create safe spaces for others.

Learn more at digcitcommit.org

DigCitCommit



I'm inclusive.

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I am open to hearing and respectfully recognizing multiple viewpoints, and engage with others online with respect and empathy.

Learn more at digcitcommit.org

DigCitCommit



I'm informed.

I evaluate the accuracy, perspective and validity of digital media and social posts.

Learn more at digcitcommit.org

DigCitCommit



I'm Engaged.

I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.

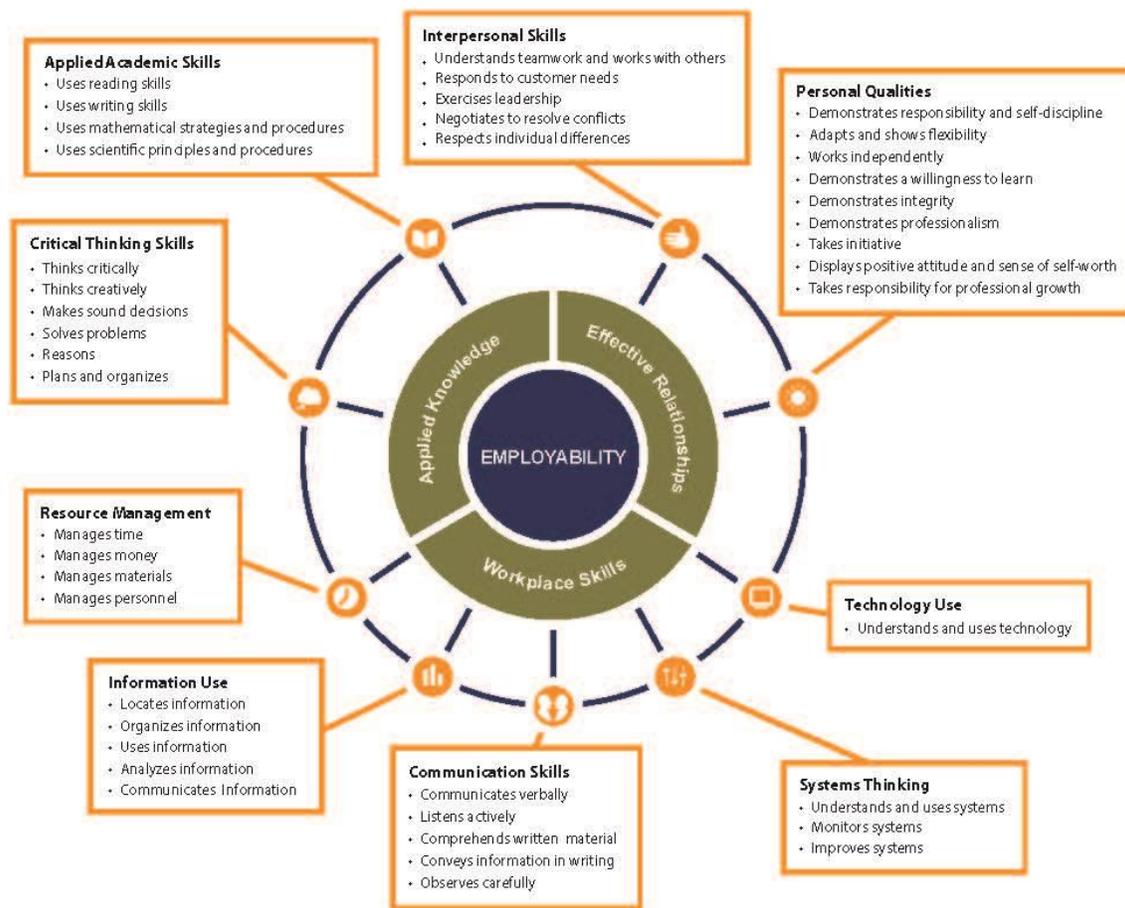
Learn more at digcitcommit.org



DEFINITIONS of OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION EMPLOYABILITY SKILLS FRAMEWORK

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness
 Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”



Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

<http://cte.ed.gov/employabilityskills>

DEFINITIONS of ENGLISH LANGUAGE PROFICIENCY STANDARDS

Table 3. Correspondences of the English Language Proficiency Standards for Adult Education and College and Career Readiness English Language Arts and Literacy Standards for Adult Education

	ELP Standards for AE An ELL can...	Corresponding CCR English Language Arts and Literacy Standards for AE— Reading	Corresponding CCR English Language Arts and Literacy Standards for AE— Writing	Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening	Corresponding CCR English Language Arts and Literacy Standards for AE— Language
1	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1, 2, 3, 7		2	
2	participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions.		6	1	
3	speak and write about level-appropriate complex literary and informational texts and topics.		2, 3	4, 5	
4	construct level-appropriate oral and written claims and support them with reasoning and evidence.		1	4	
5	conduct research and evaluate and communicate findings to answer questions or solve problems.		7, 8, 9	4, 5	
6	analyze and critique the arguments of others orally and in writing.	8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing.		5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text.	4			4, 5
9	create clear and coherent level-appropriate speech and text.	1E, 2, 3, 4		4, 6	
10	demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				1, 3

(Pimentel, 2013)

GLOSSARY of COMMON ESL TERMS

Activate Account – Activate an account is sign up with a district email address (SSO) by creating a password.

Asynchronous Learning – Asynchronous learning refers to teaching and learning that does not take place in real-time. Asynchronous learning includes using an online Learning Management System such as Schoology, watching a pre-recorded video, learning through a digital program, or working on an independent activity.

CASAS – The Comprehensive Adult Student Assessment System.

Competency (or minimal competency) - A competency is a specific objective, such as the ability to navigate online learning.

CTE - Career Technical Education

DACE - Division of Adult and Career Education

DACE-SIS - DACE-SIS is the upgraded Adult Student Information System (ASIS).

Digital Device – A digital device is an electronic device that can receive, store, process or send digital information. Examples of digital devices are computers, laptops, Chromebooks, smartphones, iPads, and tablets.

Digital Citizenship - Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with others.

ELPS - English Language Proficiency Standards designed to help English language learners access adult education college and career standards.

Google Account - A Google Account gives a user Google-wide access to most Google products - such as Gmail, Google Docs, and Google Voice - using the same username and password.

IET - Integrated Education and Training is an educational approach that combines basic skills instruction and career training to accelerate student progress toward achievement of employment goals.

ISP – The Individualized Student Plan allows school counselors to help individual students create personal and academic goals as well as to develop career planning.

ISTE - International Society for Technology in Education

GLOSSARY of COMMON ESL TERMS

LMS – A Learning Management System is a software application or web-based technology that provides instructors with a way to create and deliver content, monitor student participation, and assess student performance.

Re-Activate – Re-activate is sign up with a district email address (SSO) by creating a new password.

Schoology - Schoology is a Learning Management System that allows teachers to create and manage academic courses for their students.

SSO – The Single Sign-On is a District-issued username and password used to access school email, Schoology, and other DACE resources.

Student Portal – A student portal is an online support system that provides personalized access to students to manage their school accounts.

Synchronous Learning - Synchronous learning refers to all types of learning in which student(s) and teacher(s) are in the same place, at the same time, for learning to take place. This includes in-person classes and live, online meetings in which a whole class or smaller groups get together.

TOPS Entry Form – The Tracking of Programs and Students (TOPS) Entry Form is a form used to collect student data required by the Workforce Innovation and Opportunity Act (WIOA).

Zoom – Zoom is an online video communications app that allows users to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline.

Please use the link below to provide feedback:

<https://bit.ly/dacecoursefeedback>

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