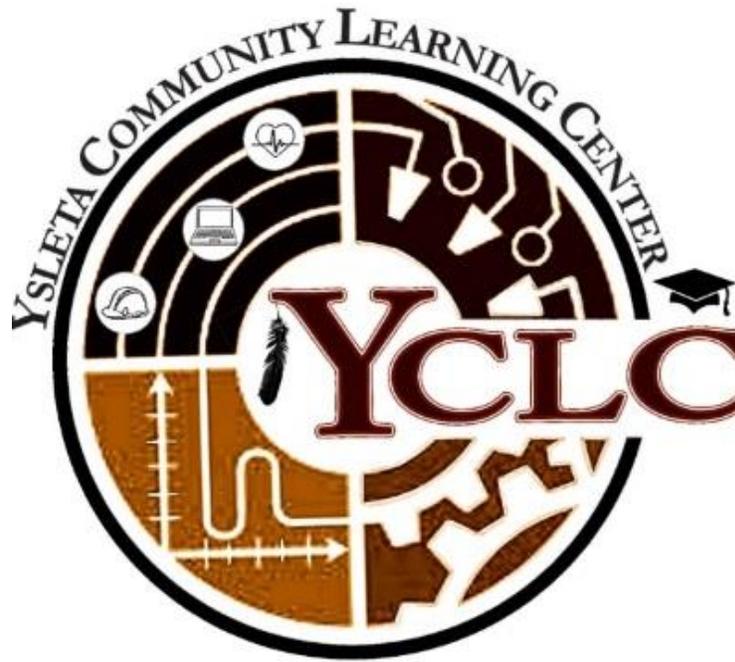


**Ysleta Community Learning Center
2021-2022
STUDENT HANDBOOK**



A member of the
Far West Adult Education & Literacy Consortium



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Welcome

Dear Students,

Classes are in full swing since July 19, 2021. The Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC) have developed agreed-upon principles for implementing the various Career Pathway models for participants below the postsecondary level, including Accelerate Texas (TWC and THECB solicitations), Integrated Career Pathways (THECB solicitations), and IET (TWC solicitations). These tenets include:

. . .an overall scope of services that meet the particular needs of adults, such as accommodating schedules with multiple entry and exit points, flexible and non—semester-based scheduling, alternative class times and locations, and the innovative use of technology (AEL 02-16 Chg. 1).

It is a tremendous responsibility to be part of the Texas Workforce Commission (TWC). It is our responsibility to guide our students to postsecondary education or preparation for high-demand workforce placement.

TWC Commissioners and Adult Education and Literacy (AEL) staff mandated specific actions required by our Grant agreement (a consortium with Socorro & El Paso ISDs).

Those measures included:

1. A new accountability model: Nine primary indicators for performance across all systems
2. Total enrollment: determined by the potential workforce candidates in the Borderplex region.
3. Enrollment in English Language/Civics Programs:
4. Enrollment in Integrated Education and Training (IET) Programs: participants who gain an industry-recognized certificate
5. Enrollment in Intensive Services programs: Workplace AEL Activities, Services for Internationally-trained English Language Learner Professionals, and Transition to Re-entry and Post-Release Services
6. Credential Attainment: Participants who obtain a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent
7. Measurable Skill Gains: Participants in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains
8. Employment: Second quarter after exit
9. Employment: Fourth quarter after exit

Our performance data leads me to a positive outlook for the next cycle. I am excited about our beginning this academic year.

Sincerely,

Louis D. Martinez
Director, Community Education

Mission Statement

The mission is to promote and support a responsive and accountable system that creates value and supports local solutions to addressing the educational and workforce development needs of adult education and literacy customers, businesses, and community stakeholders.

Vision Statement

TWC's vision for AEL is to deliver education, workforce, and postsecondary education and training transition outcomes for students through innovative service delivery and partnerships that result in efficiencies, alignments, and accountability.

Goals

Program goals are:

1. Continue to emphasize recruitment, induction and retention for increasing enrollment in English Language/Civics, Integrated Education and Training, and English for Foreign Degreed Professionals.
2. Focus on the Contract between YISD/YCLC and Workforce Solutions-Borderplex for providing articulated career plan for adults and out-of-school youth to achieve their high school equivalency and continue workforce training/college transitions from adult education to post-secondary education and/or employment.
3. Collaborate with Far West Consortium members and Workforce Solutions/Borderplex to exceed performance metrics in 9 of 9 Focus areas for the new program year.

Key Staff

Louis D. Martinez, Director - lmartinez29@yisd.net

Elizabeth Moya, Adult Basic Education Coordinator – emoya@yisd.net

Yoliett Puga, Adult Basic Education Instructional Specialist – ypuga@yisd.net

Lidia De La Cruz, Budget Specialist – ldelacruz1@yisd.net

Classes Offered

YCLC offers English classes in three academies: English to Work, English to College, and English for Life Skills Academies based on students' goals. The comprehensive assessment process begins with signing in to yisd.myoneflow.com

English & Spanish GED®/High School Equivalency (HSE)

YCLC High School Equivalency classes teach by content (exam) subjects. Two days' instruction are Math and Science, two days' instruction are Social Studies and Reasoning through Language Arts. Students complete a GED Ready® assessment at no cost to prepare for the GED exam.

Spanish High School Equivalency classes take place two days per week, in combination with English Language/Civics classes, by Texas Workforce Commission (TWC) regulations. GED offers content exams in Spanish and English.

English for Internationally Trained Professionals (ITP)

An ELL who is a professional with a degree or credential from his or her native country. This class provides professionals with foreign degrees with ESL instruction contextualized for the student's goals.

English Language Learner (ELL) Classes

English academies classes assist students in improving reading, writing, speaking, and listening abilities in the context of the student's academic goals. All English classes include a Civics component to enable them to achieve competency in English and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. EL Civics services must include instruction in literacy, English as a Foreign Language, and the rights and responsibilities of citizenship and civic participation and may include Workforce Training.

Citizenship

Citizenship classes provide students with preparation for those interested in obtaining U.S. citizenship. Instruction and materials are in English. When enrolling in Citizenship class, individuals must meet U.S. Citizenship and Immigration Services (USCIS) criteria. Lawful permanent residents (LPRs) will receive information about the naturalization process, eligibility requirements, and study materials to prepare for the naturalization interview and test.

Distance Learning

Every student must complete 3 hours of Distance Learning per week. Distance learning, as contrasted with remote instruction, is required of all participants enrolled at YCLC. Distance learning is formal learning activity where participants and instructors, separated by geography, time, or both for the majority of the instructional period continue learning

activities. Distance learning materials come in a variety of media, including, but not limited to, web-based programs, print, audio recordings, videos, broadcasts, computer software, and other online technology. Instructors support distance participants through various methods, including, but not limited to, communication via mail, phone, e-mail, online and software, or through face-to-face instruction.

HSE to College

This is a course designed to obtain a high school equivalency while preparing the student to enter post-secondary utilizing The Texas Adult Education Literacy (AEL) Standards. The course prepares the student to enter within one year after exit into a credit-bearing, general education course at a postsecondary institution.. The course prepares students for the Texas Success Initiative (TSI), and provides an overview of key aspects, knowledge, and skills needed in the transition to college life. Students identify their educational goals, personal strengths, and areas for development; become familiar with college resources and services: and briefly explore strategies for academic success such as time management, and study skills.

Integrated Education and Training (IET)

Title II of Workforce Innovation and Opportunity Act defines integrated education and training which must include these three components:

- a. Adult education and literacy activities as described below;
- b. Workforce preparation activities as described below;
 - i. workforce preparation activities to mean activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
- c. Workforce training for a specific occupation or occupational cluster. These include:
 - i. Occupational skills training, including training for nontraditional employment;
 - ii. On-the-job training;
 - iii. Incumbent worker training in accordance with subsection (d)(4) of WIOA;
 - iv. Programs that combine workplace training with related instruction, which may include cooperative education programs;
 - v. training programs operated by the private sector;
 - vi. Skill upgrading and retraining;
 - vii. Entrepreneurial training;
 - viii. Transitional jobs in accordance with subsection (d)(5) of WIOA;
 - ix. Job readiness training provided in combination with services described in any of clauses (i) through (viii);
 - x. Adult education and literacy activities, including activities of English language acquisition an integrated education and training programs, provided

- concurrently or in combination with services described in any of clauses (i) through (vii); and
- xi. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Integrated EL Civics/Education and Training (IET/ELC)

AEL grantees must provide Integrated EL Civics services. Integrated EL Civics must:

- a. Include instruction as outlined in the content standards on:
 - i) literacy and ESL; and
 - ii) the rights and responsibilities of citizenship and civic participation;
- b. Be provided in combination with IET, including AEL activities, Workforce Preparation Activities, and Workforce Training.
- c. Be designed to prepare adult ELLs for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- d. Be integrated with Board and Workforce Solutions Office functions to carry out the activities of the program.

Individual Training, Education and Career (ITEC) Plans

ITEC, as described above, is a plan for the student to meet educational and career goals, designed to promote a discussion and set forth a strategy. The plan delineates short- and long-term goals and their implementation steps.

Texas AEL Guide states it is best for students to begin Career and College Planning at intake or orientation, when initial information on the career objectives of customers is collected and short and long-term goals are established. The development of employment and training awareness, career and college readiness, and transition opportunities are incorporated throughout service delivery.

Orientation staff will assist students to begin their ITEC Plans to identify and prioritize short-term and long-term academic and career goals. The following are examples of ITEC Plan topics to be included at Provider discretion:

- a. Management of home, life, childcare, and transportation needs
- b. Access to AEL services, i.e.; counseling, tutoring, technology, and Distance Learning
- c. Access to support services
- d. Occupational assessment
- e. Establishment of career goals
- f. Access to college and training services
- g. Access to internships and on-the-job training
- h. Job development and employment search

Workforce Preparation Activities

Workforce Preparation Activities are activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in the following:

- Using resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education, training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

Workforce Preparation Activities may be implemented independent of an IET program in a variety of ways, to support life-long learning, implementation of the Texas AEL Content Standards, successful transition into and completion of postsecondary education and training, and enhancement of employment preparation or advancement, as activities, programs, or services, including as:

- The context for general basic academic skills and English as a second language (ESL) curriculum (for example, an ESL curriculum module on employment norms and expectations in the United States or a high school equivalency curriculum module on preparing for a successful first semester in college); or
- Part of an on-ramp program;

Collaborating Organizations

Ysleta Community Learning Center is the grant recipient for the current Adult Education and Literacy grant. We operate as the Far West Adult Education Consortium (FWAEC), which includes:

San Jacinto Adult Learning Center

El Paso Independent School District
1216 Olive St.
El Paso TX 79901
(915) 230-3200

Adult Education and Literacy (AEL) Services: English Classes, English for Foreign Professionals, HSE/GED in Spanish (in combination with English classes) and English, Basic Electrical, Integrated Education and Training in Computer Maintenance and Repair, Welding, Phlebotomy, and Office Administration

Socorro Community Education

Socorro Independent School District
12380 Pine Springs
El Paso, TX 79928
(915) 937-1700

Adult Education and Literacy (AEL) Services: Citizenship, English Classes, English for Foreign Professionals, HSE/GED in Spanish (in combination with English classes) and English Texas Success Initiative (TSI) Prep, Transition, Integrated Education and Training in Computer Maintenance and Repair, Dental Assistant, and Office Administration

Workforce Solutions Borderplex (WSB)

WSB offers customized workforce preparation workshops including soft-skills topics, resume preparation, interview skills job fairs specific to in-demand occupations, and community services.

<https://www.borderplexjobs.com>

915-887-2600

Registration Procedures

Interested students may start the registration process by signing in to [our registration portal, OneFlow](#).

After completing the information video and entering their information, a registrar will call the applicant and set an appointment for an interview to determine goals, schedule and classes desired.

1. Information Session

This is a brief video overview of our program, its requirements and student expectations. The website will guide students through the initial steps.

2. Comprehensive Assessment Interview

Registrars will set up a time for students to complete a placement test. Placement tests are currently in person in a YCLC computer lab.

3. Testing

- YCLC uses the Comprehensive Adult Student Assessment Systems (CASAS) exams.
- Student baseline exam results determine class placement, student academic skill level and language proficiency.
- Students who exceed criteria for CASAS testing are assessed through the Tests of Adult Basic Education (TABE).
- Students unable to complete CASAS testing complete the BEST Literacy assessment and BEST Plus oral assessment.

4. Attend a mandatory Orientation

Orientation is part of the entire Comprehensive Assessment process, assessing not only participants' academic skills but also their personal, academic, and employment strengths, as well as possible information, supports, and resources that might facilitate success in meeting their goals and objectives.

Attendance Policy

Every student must attend at least 90% of class instruction.

If attendance drops below 90%, the teacher will contact the student and notify the program director. If attendance problems persist, the student may be dropped from the program and may not be eligible to re-enroll.

Every student must attend class as scheduled; this means being on time and not leaving early.

Students must attend class as scheduled.

Every student must sign-in every day, and record the entry time and exit time accurately every day with actual time. Students must document the sign out time at the end of the class.

Drop/Planned Gap Procedures

If teacher requests student removal from the roster due to attendance issues or other reasons, the teacher will notify the Registrar and the Coordinator of his/her recommendation to make sure staff verifies the reason for the student leaving. Staff will confer with the student to explore alternative instructional plans.

If the student indicates he/she will drop, the teacher will notify the Registrar and the Coordinator to make sure staff verifies the reason for the student leaving. In either case, registrar staff will schedule the student for post-testing before he/she leaves.

If the student is planning to return to the program after leaving for more than 90 days but less than 180 days, staff will confer with the student and initiate a **Planned Gap**. Registrar staff will explain the benefits of Planned Gap for purposes of returning to YCLC.

Student Rights & Responsibilities

Ysleta Community Learning Center receives its guidance from the Ysleta Independent School District (YISD) and the Texas Workforce Commission (TWC). Therefore, the same Student Rights and Responsibilities govern Adult Education students as any adult student across the state.

Student Rights

Ysleta Community Learning Center (YCLC) shall provide a safe and responsive learning environment for all students. YCLC believes that students are adults who are responsible for their own actions and should be free to pursue their educational objectives in an environment that promotes learning and protects the integrity of the academic process and the learning community.

Student Responsibilities

YCLC expects each student to:

1. Demonstrate courtesy, even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.
3. Attend all classes, regularly and on time.
4. Prepare for each class; take appropriate materials and assignments to class.
5. Meet district and campus standards of grooming and dress.
6. Obey all campus and classroom rules.
7. Respect the rights and privileges of students, teachers, and other district staff.
8. Respect the property of others, including district property and facilities.
9. Cooperate with and assist the school staff in maintaining safety, order, and discipline.

Equal Opportunity is the Law

Ysleta Independent School District does not discriminate based on race, color, national origin, religion, sex, disability, genetic information, or age in its programs, activities, or employment. El Distrito escolar de Ysleta no discrimina en base a raza, color, nacionalidad, religión, sexo, discapacidad, la información genética, y/o edad, en sus programas, actividades, o empleo.

Code of Conduct

Cell Phone Use

The Ysleta Community Learning Center recognizes the use of cellular phones for instruction and learning. Instructors may ask you to use cell phones and electronic devices for class participation. This also includes the use of ear buds or Airpods. If you must use your cell phone for personal calls, please step out of the classroom and keep your call to a minimum. You may not use cell phones during testing.

Dress Code

Students shall be dressed and groomed in a manner that is clean and neat. The Ysleta Community Learning Center prohibits any clothing or grooming that causes disruption of or interference with normal school operations. Clothing should demonstrate respect for oneself and the learning environment.

If the teacher or director determines that a student's clothing violates the dress code, the student may correct the problem. If not corrected, the student will change clothing or dress. If the problem is still not corrected, you may be dropped from the program.

Emergency Procedures

To call 911 from a YCLC classroom phone, dial 911. Please stay on the line while they ask you for information on where to send emergency personnel. Instructors should post emergency procedures specific to your classroom. Please be aware of the procedures.

In the event of a weather emergency, YISD will use available information to determine whether to cancel classes, have a delayed start, or if classes are in session, be dismissed early. In some instances, bad weather conditions may be sufficient cause to hold students at school. Students may obtain information from the school district's website and through local radio or television stations. YCLC will send out email/text notifications from OneFlow.

Equipment Use

You are responsible for taking care of any equipment, materials, and yourself in the classroom. Please do not eat or drink at the computers. If you have a problem with a computer, tell your instructor. Please do not carry food or drink into computer labs. If you spill something or make a mess, clean it up. Please do not write on the dictionaries or other non-consumable materials.

If you damage, destroy, lose, sell, or otherwise dispose of YCLC material entrusted to you, you will reimburse the district for the full extent of the damage or loss, and will be subject to dismissal from adult education programs.

Health & Hygiene (UPDATE 08/13/2021)

In light of the local Temporary Restraining Order blocking the Governor's Executive Order and after receiving guidance from our attorneys, the Ysleta Independent School District will now require that all YISD employees, students, parents, and visitors comply with the Local Health Authority mask mandate while at district facilities, so long as such order or similar order is lawfully in effect and enforceable.

In the event you are ill, we encourage you to stay home in order to avoid spreading a communicable disease. Proper hygiene, such as frequent handwashing can prevent the spread of germs.

Parties & Celebrations

YCLC **does not** permit parties or celebrations at any of their sites during class time. This includes social gatherings to celebrate birthdays, holidays, baby showers, etc. Celebrations may occur after the class ends.

Scheduling of Breaks

For classes scheduled for 3 hours or fewer, instructors may schedule a break of 10 minutes. It is encouraged that personal needs such as eating and going to the bathroom be taken on scheduled breaks. **Remember, YCLC strictly prohibits any illegal substance on school property.**

Grievances & Complaints

AEL program participants can start a complaint or grievance with their instructor to resolve any problems. If that is not possible or the issue is not resolved, the participant may request to speak with Mr. Martinez, Director, Ms. Puga, Instructional Specialist, or Ms. Moya, Coordinator.

If the issue is still not resolved, the participant may file a written complaint to:

Louis D. Martinez, Director
Ysleta Community Learning Center
121 Padres Dr.
El Paso, TX 79907-6223

The complaint should include the issue or problem and the name and contact information of the person filing the complaint. The director will review the complaint and will notify the participant in writing of any decision made with respect to the complaint.

If the complaint is not resolved, the student can file a complaint by writing to:

Texas Workforce Commission c/o AEL
101 E. 15th Street Austin, Texas 78778-0001

Discrimination Complaints

If you think you are subjected to discrimination under an Adult Education and Literacy financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either the Equal Opportunity Officer for the Ysleta Independent School District, 9600 Sims, El Paso, TX 79925 or the US Department of Education.

If you file your complaint with the Ysleta Independent School District, you must wait either until a written Notice of Final Action is issued or until 90 days have passed (whichever is sooner) before filing with:

The US Department of Education,
400 Maryland Ave SW,
LBJ Room 2E-349,
Washington, DC 20202-4537

Support Services

211 Of Texas www.211texas.org

Dial 2-1-1

This number is a referral service that gives you information on social services agencies.

The Center Against Sexual and Family Violence www.casfv.org

(915) 595-2238 Hotline: (915) 593-7300

Refuge for battered women and their children. Batterers program, outreach counseling, and support groups.

Catholic Counseling www.elpasodiocese.org/parishes

915-872-8424

Individual, family, and marital counseling, financial assistance to indigent families.

Emergence Health Network www.emergencehealthnetwork.org

(915) 887-3410 (915) 599-6735 Crisis line: (915)779-1800

Assists families during an emergency or crisis.

Texas Health and Human Services Commission (HHSC)

www.hhs.texas.gov/services/health/medicaid-chip

Medicaid client hotline: 1-800-252-8263

(915)595-6711 (915) 593-0272 915) 858-1811

Financial, medical and social aid to families in need. Temporary Assistance for Needy Families (TANF), Medicaid/CHIP, Supplemental Nutrition Assistance Program (SNAP)

Child Care Services (CCS) www.ywcaelpaso.org

Central

(915) 533-7528 ext. 339

Provides childcare services to those families who qualify.

General Assistance Program

El Paso TX 79928

(915) 859-4101

Provides rental assistance.

Texas Rio Grande Legal Aid, Inc. www.trla.org/offices

El Paso, TX 79901

(915) 585-5100 /1-800-369-2792

Legal assistance and guidance in civil matters to income-eligible Individuals.

Consulado Mexicano consulmex.sre.gob.mx/elpaso

910 E. San Antonio Ave.

El Paso, Texas 79901