VOCATIONAL
SCHOOL
LATINO EDUCATIONAL
TRAINING INSTITUTE

# Course Catalog
# 2026—2027



# Vocational School

## Latino Educational Training Institute

This school is licensed under Chapter 28C.10 RCW.

As part of its commitment to advancing educational equity and workforce readiness, the school is supported by initiatives aligned with LETI's Incubator for Family Success. This model promotes culturally relevant, multigenerational learning opportunities that engage families and strengthen community impact.

Through this approach, the school contributes to expanding access to education, language acquisition, computer literacy, and job skills development, while supporting pathways toward economic mobility, including immigrant wealth building and homeownership.

### Contact Details

6605 202nd St. SW, Suite 300, Lynnwood, WA 98036
Office: (425) 775-2688 | Web: lvs.letiwa.org | Email: info@letiwa.org

**Inquiries or complaints regarding this private vocational school may be made to:**

Workforce Training and Educational Coordinating Board
128 -10th Avenue Southwest
Box 43105
Olympia, Washington 98504-3105
Web: wtb.wa.gov | Email: pvsa@wtb.wa.gov
Phone: 360-709-4600

# Table of Contents

**About**
- Mission & Vision 5
- History 5

**School Details** **7**
- Accreditation/Registry 7
- Placement Assistance 7
- What We Offer 7
- Facilities 8
- Admissions Requirements 8
- Equal Opportunity 9
- Non-Discrimination Policy 9
- Clock Hours 10
- Admissions Fee 10
- Financial Aid Assistance 10
- Student Records 10
- Religious Accommodation 11

**Staff** **12**
- Officers 2026 12
- Faculty 13

**Courses 2026** **18**
- Academic Calendar 18
- 2026 Tuition 19
- Sales Tax on Tuition 19
- Grading System 20

**Policies** **22**
- Withdrawal Policy 22
- Probation For Below Average Grades 22
- Student Evaluation Techniques 22
- Attendance 23

Tardiness 23
Make-up Work 23
Student Code of Conduct 23
Conditions for Dismissal 26
Re-entry Policy 27
Credit for Previous Training 27
Student Grievance-Complaint/Appeal Process 27
Cancellation and Refund Policy 28

**Programs** **29**

Bookkeeping Assistant Certificate 29

Construction Management Certificate 36

Office Assistant Certificate 41

Beginner Level Microsoft Word and Google Docs W/Certification 46

Intermediate Level Microsoft Word and Google Docs W/Certification 49

Intermediate Level Google, Office, and AI Applications Certificate Spanish Instruction Course 52

90 Day — Computer Skills Training for Workforce Readiness 55

90 Day — English Language Acquisition for Workforce and Further Education 58

90 Day — Spanish PreGED Preparation for Academic and Career Advancement 61

90 Day — Foundational Literacy & Writing Skills 64

# About

## Mission & Vision

**Our mission** is to empower Latino immigrants and low-income individuals to achieve personal and financial success, pursue their dreams, become community leaders, and advocate for racial and economic equity.

**Our vision** is to foster thriving Latino communities, where people partner together to build each other up, no matter what the future holds or where they are located.

## History

Founded in 1998, the Latino Educational Training Institute (LETI) is a 501(c)(3) nonprofit based in Lynnwood, Washington, serving Latino families across Snohomish and Skagit Counties. LETI was created to address the lack of culturally relevant information, educational access, and essential resources available to Latino immigrant communities. What began as a response to urgent community needs has evolved into a long-term commitment to creating pathways for educational attainment, economic mobility, and leadership development.

For more than 27 years, LETI has remained rooted in the belief that education is one of the most powerful tools for breaking cycles of poverty and creating generational change. This vision is reflected in signature programs such as the Latino Leadership Initiative (LLI), which LETI has coordinated for the past 14 years in partnership with Edmonds College, Shoreline Community College, Skagit Valley College, University of Washington Bothell, and Washington State University Everett. Through this program, Latino students strengthen leadership skills, explore Latino history in Washington State, connect with civic and community leaders, and gain access to internships that prepare them for

higher education, careers, and community leadership. A key component of LLI is the Service-Oriented Leadership Project, where participants work in teams representing their college and local communities to identify a pressing need and design a project that creates lasting impact. This hands-on experience strengthens skills in collaboration, project planning, and civic engagement while empowering students to create meaningful change.

Today, LETI has grown into a holistic educational ecosystem with 29 programs and services that support Latino families beyond the classroom and create pathways to lifelong success. Through 15 educational programs—including GED classes in Spanish, college readiness, financial education, vocational training, entrepreneurship, English classes, and digital literacy—we equip learners with the tools to advance academically, professionally, and personally. Our work is reinforced by 6 basic needs programs, including eviction prevention, food distribution, workforce connections, and resource navigation that help families remain stable while pursuing their educational goals. Through 4 health and wellness programs, including women's wellness, childcare support, vaccine access, and oral health education, we promote healthier communities where personal challenges do not become barriers to academic achievement. Additionally, 4 media and cultural programs such as LETI TeVe, Raíces Latinas Café, dance, and pre-mariachi celebrate culture, creativity, and community voice.

LETI's educational impact is further strengthened through a powerful network of partners that help remove barriers to learning and create long-term pathways for success. Key partners—including The Washington State department of labor and industries (SHIP), Washington State Department of Financial Institutions (DFI), National Oceanic and Atmospheric Administration (NOAA), Snohomish Conservation District, Sea Mar Community Health Centers, Community Health Center of Snohomish County, Arcora Foundation, and University of Washington Bothell—help ensure participants have access to healthcare, wellness services, academic pathways, workforce preparation, and research support that strengthen student success. These collaborations help address real-life challenges that can interrupt learning and ensure that

health, family stability, or access barriers do not stand in the way of educational achievement.

As LETI continues to grow, our mission remains clear: to empower Latino families—particularly immigrant families from low-income households—with the education, leadership development, financial knowledge, and wraparound support needed to build sustainable futures. By connecting education with opportunity, LETI is helping create stronger families, stronger leaders, and stronger communities for generations to come.

# School Details

## Accreditation/Registry

This school is not accredited by any Federal agency and is not authorized to offer Financial Aid.

## Placement Assistance

Not currently available

## What We Offer

With well-qualified bilingual and bicultural instructors, culturally responsive educational programming, and low instructor-to-student ratios, LETI is committed to helping students define and achieve their educational goals. To meet the realities of our community—where many participants are balancing work schedules, childcare responsibilities, and other family obligations—we intentionally offer flexible online and evening instruction so that life circumstances do not become barriers to learning and educational advancement.

# Facilities

The Latino Educational Training Institute operates from two locations that support both current programming and future growth. Our administrative offices remain located at 6605 202nd St. SW, Lynnwood, WA 98036, conveniently situated near Highway 99 and just one block from Edmonds College Transit Center access. This site continues to support virtual programming coordination, student services, and administrative operations.

In 2025, LETI expanded its physical footprint by opening a second location at 9930 Evergreen Way, Building Y, Everett, WA 98204, which now serves as the LETI Training Center and headquarters for our Incubator for Family Success—a growing hub designed to bring education, family resources, and economic opportunity under one roof. This facility currently hosts graduations, community celebrations, workshops, and other in-person learning opportunities that complement our online programming model.

As LETI continues to grow, the Everett space will evolve into a larger center for in-person instruction. This expansion reflects our commitment to meeting families where they are by offering flexible learning environments that combine accessible online education with meaningful in-person opportunities for connection, celebration, and long-term success.

# Admissions Requirements

Students are not required to possess a High School Diploma or General Education Development (GED) Diploma, but if they do not have either they are required to take the CASAS placement test (or equivalent test) prior to class enrollment. The applicant must be at least 18 years of age (exceptions can be made with parental or legal guardian consent). Students must also meet minimum English language proficiency requirements for the program of study. Please see the *Language Requirement* section of each program for specific requirements.

# Equal Opportunity

The Latino Educational Training Institute reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Any discriminatory action can be a cause for disciplinary action. Discrimination is prohibited by Presidential Executive Order 11246 as amended, Washington State Gubernatorial Executive Orders 89-01 and 93-07, Titles VI and VII of the Civil Rights Act of 1964, Washington State Law Against Discrimination RCW 49.60, Title IX of the Education Amendments of 1972, State of Washington Gender Equity in Higher Education Act of 1989, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Age Discrimination in Employment Act of 1967 as amended, Age Discrimination Act of 1975, Vietnam Era Veterans' Readjustment Assistance Act of 1972 as amended, other federal and state statutes, regulations, and Institute policy. Coordination of the compliance efforts of the Latino Educational Training Institute**.** The Latino Educational Training Institute is committed to providing equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodations, please contact the admissions administrator.

# Non-Discrimination Policy

The Latino Educational Training Institute, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the Institute community. We do not discriminate against students or potential students on the basis of race, creed, color, national origin, sex, veteran or military status, sexual orientation, or the presence of any sensory, mental, or

physical disability or the use of a trained guide dog or service animal by a person with a disability.

## Clock Hours

**Classes are based on Clock Hours of training.** A clock hour is equivalent to 50 minutes of instruction, academic engagement, or preparation within a 60-minute period of time (10 minutes will be assigned for student breaks per clock hour). The number of clock hours per class, and total required hours for Certificate vary based on area of study. See *Programs* section for details.

## Admissions Fee

New students will pay a $25 admissions fee (one-time only, Admission fee is refundable up to the 5th day after signing the enrollment agreement per WAC 490-105-130)

## Pre-College Courses

Students will pay a $25 fee every quarter to take GED classes if they do not have a high school diploma. Spanish GED is currently offered on-site through Edmonds College.

## Financial Aid Assistance

Latino Educational Training Institute does not currently offer financial aid.

## Student Records

Student records will be maintained by the school for 50 years or until the school closes. If the school closes, records may be forwarded to the Workforce Training and Education Coordinating Board. Upon graduation, each student will be given a copy of his or her transcript. These records should be maintained indefinitely by the student. Students may request copies by

writing to the school. Student records are available for review by the student within 72 hours of the request.

## Religious Accommodation

The Latino Educational Training Institute will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course/program requirement. Students requesting a religious accommodation should make the request, in writing, directly to their instructor with as much advance notice as possible. Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class. Students are responsible for obtaining materials and information provided during any class missed. The student shall work with the instructor to determine a schedule for making up missed work. Examples of religious accommodations may include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student's presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment due dates; and releasing a graduate assistant from teaching or research responsibilities on a given day.

# Staff

## Officers 2026

### Rosario Reyes

Founder and CEO
Email: rosario@letiwa.org
Cell: (206) 228-2236

### Mel Cossette

Vice President

### Claudia Salas

Vocational School Coordinator

### Nelly Romero

Vocational School Co-coordinator

### Correspondence for Officers should be directed to:

Latino Educational Training Institute
Board of Directors
6605 202nd St SW, Suite 300
Lynnwood, WA 98036

# Faculty

## Isaac Alvarez - Instructor

Instituto Tecnológico Y De Estudios Superiores De Monterrey, México - Master in Information Science and Knowledge Administration, Universidad Don Bosco - Bachelor, Computer Science. IT professional with 25+ years of experience in engineering and administrating hardware and software, with competencies in computer science, programming, quality assurance, and leadership. Skilled with Visual Basic, HTML5, CSS3, C#, C++, Python, JavaScript, Database Management and Administration, Systems Analysis, Front-End Technology and Frameworks, Web Design and UX.
Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Jesika Ardila – Instructor

Environmental Chemistry Specialization, Universidad Industrial de Santander (UIS), Bucaramanga, Colombia; Bachelor of Science in Chemistry, Universidad Nacional Abierta y a Distancia (UNAD), Bogotá, Colombia; Associate of Science in Chemistry Technology, Universidad Francisco de Paula Santander, Cúcuta, Colombia. Experienced in environmental education and community outreach, having designed and facilitated workshops on sustainability, watershed protection, and environmental justice in collaboration with regional organizations. Bilingual (Spanish–English).
LETI courses being taught may vary as appropriate.

## Arlet Astorga - Instructor

Bachelors of Science in Accounting, Central Washington University, Ellensburg WA. Associate of Business, North Seattle College, Seattle WA., with over 5 years of experience directly managing and working with small to medium sized businesses primarily headquartered in the Pacific Northwest. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Susana Caro Rios - Instructor

MBA, Business Administration; Bachelor's Degree in Economics. Over 24 years of professional experience, including 17 years with the Seattle School District and 7 years in the nonprofit sector. Extensive experience supporting students, educators, families, and community programs, with expertise in instructional assistance, academic intervention, student progress monitoring, community outreach, program coordination, and organizational development. Brings a strong background in financial analysis, strategic planning, resource management, and data-driven decision-making. Bilingual (Spanish-English).

*LETI Courses being taught may vary as appropriate.*

## Imelda Cole - Instructor

MBA, Business Administration And Marketing, ITESM Virtual University Durango, Mexico; B.Sc(Econ), ITESM Campus Monterrey, Mexico. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Ana Gamarra - Instructor

Higher University Technician (TSU) in Computer Science, specializing in Accounting and Finance, from Instituto Universitario de Tecnología Isaac Newton (IUTIN), Barquisimeto, Venezuela. Over 30 years of experience in business consulting, accounting, bookkeeping, tax preparation, financial systems implementation, and process improvement. Experienced in QuickBooks Online, QuickBooks Desktop, Wave Accounting, Oracle Financials, and Exactus ERP, with expertise in payroll, financial reporting, tax compliance, and user training. Has led technology implementation, process improvement, and business consulting projects across multiple industries and throughout the Americas. Brings a practical, career-focused approach to teaching accounting, bookkeeping, QuickBooks, ERP systems, tax preparation, and financial management. Bilingual (Spanish-English).

*LETI Courses being taught may vary as appropriate.*

## Sonia Izquierdo - Instructor

BS in Computer Science from Universidad Nacional Autónoma de México (UNAM). Experienced Software Engineer. Communications and Marketing lead for a non-profit

organization. Serves on the Board of Directors for the Camelot Society and All Aboard on the Marketing Committee. Contributed to the design of the Introduction to Computer Science class at UNAM and was the professor's assistant and lab lead for 4 years. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Beatriz Koteles - Instructor

University of Washington, Seattle, WA - Foster School of Business -Completion of the Business Certificate Program; Money Management International, Everett, WA - Certified Money Management Volunteer Program; Completion of the ParaPro Assessment (Paraeducator Exam) by ETS; University of La Salle, Bajio; Nuevo Leon, México - School of Tourism and Hotel Management - Bachelor of Business Administration (BBA) Major Hospitality Management. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Tom Laing - Instructor

BSBA in Accounting- University of Central Florida

30 hours post graduate Accounting- Keller Graduate School of Management

120 Hour TESOL Certificate. Tom Laing is a financial professional with over 20 years of experience ranging from startups to Fortune 100 companies. He has been an entrepreneur and business owner. Additionally, he has held the title of District and Division Controller for two Fortune 500 companies as well as Corporate Controller for a small NASDAQ listed company.

*LETI Courses being taught may vary as appropriate.*

## Jose Palomino - Instructor

Pontificia Universidad Catolica del Peru, Lima : Bachelor Degree in Business Administration. CEP San Agustin, Lima, Peru: High School. Extensive experience in Office Management & Bookkeeping (Budget, Forecast, Financial Statements and Monthly/Quarterly Sales Tax Reports). Proficient in QuickBooks, Microsoft Excel, Word & Outlook. Teamwork predisposed and strong analytical ability.
Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Pablo Rodriguez – Instructor

Bachelor of Science in Computer Science and Software Engineering, University of Washington Bothell. Minor in Health Studies. Skilled in front-end and back-end development with experience in React, Java, C++, and SQL. Proficient in Microsoft Office Suite (Excel, Word, PowerPoint) with foundational knowledge in IT support, including hardware diagnostics and troubleshooting. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Nelly Romero - Instructor

Office Administration Certificate - Fort Simcoe Job Corps Civilian Conservation Center. 17+ years experience in administration with expertise in Bilingual Communication, Marketing, Project Coordination, Data Management, Technology Proficiency, Documentation & Reporting. Proficient in Google Suite, Microsoft Excel, Word, Canva, Certified Proctor for Northstar Digital Literacy, Youtube admin and Facebook account management. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Yustine Saavedra - Instructor

University Rafael Belloso Chacin (URBE) of Venezuela - Degree in Public Accounting. Academic and professional background with 16+ years in business administration, finance, accounting, internal controls, corporate & divisional reporting, taxes and administrative issues. Plan, coordinate and supervise the closing of accounting for the group of companies. Coordinate the activities of the Accounting Analyst, Administrative Assistant, Accounting Assistant. Knowledge of the following accounting systems: Microsoft Great Plains – Dynamics, A2, Microsoft (Excel, Word, Power Point). Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Claudia Salas - Instructor

Bachelor 's Degree in Architecture, Pontificia Universidad Javeriana, Bogotá, Colombia. Vocational School Coordinator at LETI, with a background in project management, construction administration, recruiting, and human resources. Instructor for the

Cooperative Education – Administrative Assistant course and Director of the Volunteer Student Program. Bilingual (Spanish–English).

LETI courses taught may vary as appropriate.

## Christy Thwing - Instructor

M.A., Education in Teaching ESL, Seattle University, Seattle, WA.; B.A., Major in History, Minor in Russian Studies, Seattle Pacific University, Seattle, WA.; Certificate of Teaching ESL, School of Teaching ESL, Seattle, WA. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## Maria Urrunaga - Instructor

Bachelor Degree in Business Administration- Accounting emphasis, Pontifical Catholic University, Lima, Peru; Associate in Applied Arts and Science Business Technology, Shoreline Community College, Shoreline, WA; Tax Preparation Certificate in Personal Income Tax, H & R Block, Lynnwood, WA. Bilingual (Spanish-English)

*LETI Courses being taught may vary as appropriate.*

## *Maru Zamora – Instructor*

Bachelor of Arts in Public Communications with a concentration in Sociology and a minor in Creative Writing, The American University, Washington, DC.

Over a decade of experience in channel marketing and product/project management within the software and consumer products industries. Skilled in business planning, market research, management, and business development. Recognized for strong relationships-building abilities, effective communication, and mentoring emerging talent. Proficient in creative writing and experienced in tailoring messaging for diverse audiences. Bilingual (Spanish–English).

*LETI courses being taught may vary as appropriate.*

# Courses 2026

## Academic Calendar 2026

| | |
|---|---|
| | **Winter Quarter — 2026** |
| Jan 12 | Classes Begin |
| Feb 16 | Presidents' Day, No Classes |
| Mar 22 | Last day of Classes |
| | |
| | **Spring Quarter — 2026** |
| Apr 6 | Class Registration Begins |
| Apr 13 | Classes Begin |
| May 25 | Memorial Day, No Classes |
| June 19 | Juneteenth, No Classes |
| June 21 | Last day of Classes |
| | |
| | **Summer Quarter — 2026** |
| Jul 6 | Class Registration Begins |
| July 13 | Classes Begin |
| Sep 7 | Labor Day, No classes |
| Sep 20 | Last Day of Classes |
| | |
| | **Fall Quarter — 2026** |
| Oct 5 | Class Registration Begins |
| Oct 12 | Classes Begin |
| Nov 11 | Veterans Day, No classes |
| Nov 26 | Thanksgiving, No classes |
| Dec 20 | Last Day of Classes |

The total hours of each program vary and are dependent upon the curriculum, see *Programs* for details. Each quarter contains 10 weeks of instruction. LETI

Office hours are from 10:00 a.m. to 6:00 p.m. Monday through Friday. Classes are scheduled Monday through Friday afternoon online.

## 2026 Tuition

| Clock Hours | Cost |
|---|---|
| 10 | 120.00 |
| 20 | 240.00 |
| 30 | 360.00 |
| 40 | 480.00 |
| 50 | 600.00 |
| 60 | 720.00 |
| 70 | 840.00 |
| 80 | 960.00 |
| 90 | 1080.00 |
| 100 | 1200.00 |
| 110 | 1,320.00 |
| 120 | 1,440.00 |
| 130 | 1,560.00 |
| 140 | 1,680.00 |
| 150 | 1,800.00 |

**Sales Tax on Tuition**
*Sales tax applies exclusively to tuition. LETI will collect applicable state and local sales taxes based on the student's residence (ZIP code) or the location where services are received.*

# Grading System

Latino Educational Training Institute uses a numerical grading system. Instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade 0.0. The number 0.0 is assigned for failing work or unofficial withdrawal. Grades in the range 0.6 to 0.1 may not be assigned. Grades reported in this range are converted by the Office of the Registrar to 0.0. Numerical grades may be considered equivalent to letter grades as follows:

## Grading Scale

**A** 4.0 - 3.9
**A-** 3.8 - 3.5
**B+** 3.4 - 3.2
**B** 3.1 - 2.9
**B-** 2.8 - 2.5
**C+** 2.4 - 2.2
**C** 2.1 - 1.9
**C-** 1.8 - 1.5
**D+** 1.4 - 1.2
**D** 1.1 - 0.9
**D-** 0.8 - 0.7 Lowest passing grade.
**E** 0.0 Failure or unofficial withdrawal. (No Clock Hours earned)

Final grades will be mailed to the student at the address on record with the Admissions Office no more than 30 days after the end of Quarter.

## The following letter grades may be used:

**I-** Incomplete grades may be awarded only if the student is doing satisfactory work up until the last two weeks of the quarter. Students must not re-register for courses in which they have received an Incomplete, since a grade earned

in a repeat course will not be recorded as an incomplete conversion grade. To obtain Clock Hours for the course, students must convert an Incomplete into a passing grade no later than the last day of the next quarter. An Incomplete, not made up by the end of the next quarter, will be converted to the grade of 0.0 by the Registrar, unless the instructor has indicated, when assigning the Incomplete grade, that a grade other than 0.0 should be recorded, if the incomplete work is not completed. The original incomplete grade is not removed from the transcript. An instructor may approve an extension of the incomplete removal deadline by writing to the Office of the Registrar, no later than the last day of the quarter, following the quarter in which the incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the Incomplete has been converted into a failing grade. In no case can an Incomplete, received by a student, be converted to a passing grade after a lapse of one year.

**S-** Satisfactory grade for courses taken on a satisfactory/not-satisfactory basis. An S grade is automatically converted from a numerical grade of 2.0 or above. The grade S may not be assigned directly by the instructor, but is a grade conversion by the Office of the Registrar. S/NS graded courses may not be used to satisfy major or general education requirements. S is not computed in GPA calculations.

**NS-** Not-satisfactory grade for courses taken on a satisfactory/not-satisfactory basis. A grade less than 2.0 for undergraduates is converted to NS. NS is not included in GPA calculations. No Clock Hours are awarded for courses in which an NS grade is received.

**W-** Official withdrawal or drop from a course is allowed from the third through the seventh week of the quarter. A number designating the week of the quarter is recorded with the W, when a course is dropped. It is not computed in GPA calculations.

# Policies

## Withdrawal Policy

Students are responsible for withdrawing officially from any course, if necessary. Failure to attend class or stopping attendance does NOT constitute an official withdrawal. Students are responsible to drop the course(s) by coming in-person or online by the deadline listed on the Academic calendar. A failing grade will be awarded to those students that simply stop attending any course without an "excused" withdrawal. Excused withdrawals include, but are not limited to, the following: medical withdrawal or a withdrawal due to extenuating circumstances (documentation is required).

Please see the "Cancellation and Refund Policy" below for refund information.

## Probation For Below Average Grades

Students who fail to maintain the minimum grade point average of 2.0 required for graduation will need to enter a probation period. The student will be scheduled for in-school instructor-led assistance. Students unable to increase their grade point averages may be dismissed from the program. Refunds will be given in accordance with the school's refund policy.

## Student Evaluation Techniques

A test may be administered after each lesson to determine the amount of learning that has taken place. Test scores that are below 75 percent are an indication that the necessary skills for entry into employment were not acquired. Administration may provide progress reports at predetermined intervals in the program. Students should make arrangements for additional practice, independent study, or tutoring, if needed. Grades and/or assessments will be provided to the students on a weekly basis with a final report and transcript provided at the completion of the program if the student

is in good status. Other methods of evaluation may include oral quizzes, skill development tests, hands-on skill evaluation, and individual and group projects.

## Attendance

The Institute emphasizes the need for all students to attend classes in order to develop the skills and attitudes necessary to complete the goals that they want to achieve. Attendance is mandatory for all courses. Students are expected to attend every scheduled class, be on time, and attend for the entire scheduled class time. Attendance is taken in each class and is recorded permanently. Students arriving late for a class or leaving early are considered tardy. Tardiness and being absent will affect a student's grades.

## Tardiness

Developing a good work ethic is an important part of the training at the Latino Educational Training Institute. Students arriving late for class are interrupting the instructor and other students. Students who arrive 30 minutes late will be counted as absent.

## Make-up Work

Lessons and/or assignments missed due to absences must be made-up within five business days of returning to school. Students should meet with their instructors to get missed assignments. Make-up work may be required to complete the approved hours of the program(s). Without completing all the missed hours the school may withhold the final certificate until the hours are completed.

## Student Code of Conduct

As a prerequisite for admission, each Latino Educational Training Institute applicant must sign and agree to abide by certain academic and social standards indicated in our Code of Student Conduct. Violations of the Code of

Student Conduct will result in penalties, including reprimand, probation, suspension, or dismissal – depending upon the seriousness or frequency of the violation. School officials will determine the appropriate penalty on all conduct violations. If suspended as a result of a conduct code violation, a student may apply for readmission in accordance with the school's readmission policy. Each student, while in attendance at Latino Educational Training Institute, is expected to display the highest degree of ethical and professional conduct. All Latino Educational Training Institute employees are allowed to enforce the Code of Student Conduct.

1. **Dishonesty:** Willfully or knowingly lying, cheating academically, claiming the work of others, or giving any type of false information to the campus.
2. **Controlled Substances and Associated Paraphernalia:** The possession, use, sale or distribution of controlled substances and/or paraphernalia while on LETI property or at any school-sponsored event. The student may be subject to prosecution by local law enforcement agencies and parent/guardian may be notified. Drug testing may be required in cases of reasonable suspicion of drug use, as per the student's consent upon enrollment.
3. **Alcohol:** The possession, consumption, distribution, or being under the influence of alcohol while on LETI-controlled property or at any school sponsored event. Students may also be subject to prosecution by local law enforcement agencies and your parent/guardian may be notified. Testing may be required in cases of reasonable suspicion of alcohol use.
4. **Profanity:** The use of any language or gesture that is offensive and creates an uncomfortable environment.
5. **Theft and Vandalism:** The theft, possession of stolen property, or vandalism of property to include school housing, customers, staff, residents or other students' property.
6. **Unsafe Conduct:** Behavior contrary to personal or public safety; creating a risk of injury or loss.
7. **Threatening Behavior/Physical Assault:** Involvement in hazing, or threatening the physical safety and comfort of others, or display of violence which results in physical contact.

8. **Inappropriate Electronic Communication:** Abusive, threatening, or otherwise inappropriate behavior via email, texting or any other social media communication.

9. **Weapons:** Students will not possess, or have in vehicles, firearms, ammunition, explosives, knives, or weapons of any kind on LETI-controlled property.

10. **Disorderly Conduct:** Behavior in a manner which disturbs the peace of others or disrupts, interferes, or prevents a staff member from performing their duties.

11. **Aiding and Abetting:** Assisting, encouraging, or inciting others in any violation of regulations. This includes the withholding of information.

12. **Sexual Harassment:** Any unwelcome action whether physical, verbal, or nonverbal, that is intimidating, hostile or creates an offensive environment.

13. **Sexual Assault:** The use of force or threat of force to engage a person in sexual activities without person's willing consent.

14. **Tobacco Use:** Allowed in designated areas only.

15. **Unauthorized Entry:** Entering or attempting to break and enter into any locked or unauthorized room, building, storage area, vehicle, computer, or data storage device.

16. **Student Electronic Equipment:** Non-educational electronic equipment (cell phones, cameras, pagers, etc.) is not allowed in LETI training areas except in case of an emergency.

17. **Public displays of affection** are not allowed on campus, LETI training areas or facilities.

18. **Discrimination:** Any verbal or nonverbal discrimination towards any individual or group.

19. **Computer, Internet and Network Use:** Use of school computers, internet, and networks in a manner that constitutes a violation of the LETI Code of Student Conduct or local, state, and federal law, endangers system integrity, or accesses sites containing inappropriate content.

20. **Recreational activities a**re not allowed on campus property, except with express permission from Administration.

21. **Violations of the LETI Appearance Code:** Students must abide by the specific appearance policy for the student's program.

22. **Punctuality:** Students missing 29 minutes or less of a class period will incur a punctuality infraction. Students receiving 10 punctuality infractions may be suspended.

## Conditions for Dismissal

The school reserves the right to dismiss students for any of the following reasons:

1) Violation of probation
2) Violation of a last chance agreement
3) Exceeding three probations
4) Four consecutive days of unexcused absence
5) Scanning or keying another student's card/ID number for attendance
6) Exceeding five combined absences (unexcused and/or excused)
7) Aggressive, harassing, or discriminatory acts against other students or employees
8) Failure to pay tuition, fees, books, or tools
9) Failure to meet Satisfactory Academic Progress (SAP)
10) Failure to follow school procedures and policies
11) Acts of theft or dishonesty
12) Failure to comply with safety regulations
13) Malicious damage to school property
14) Insubordinate acts against staff or other Latino Educational Training Institute employees
15) Drug/alcohol abuse
16) Disruption of the learning environment

The student may be allowed an opportunity to explain the situation.The Vice President will also conduct a full hearing of the facts and make a recommendation to the Founder and President. The authority to dismiss a

student is vested in the Founder and President's decision following a review of the facts. In the event of the Founder and President's absence, the authority to dismiss a student is vested in the Vice President. After terminating enrollment, students will not be allowed back into the classroom or lab area for forgotten items without permission from the Founder and President or Vice President.

## Re-entry Policy

Students intending to re-enroll after withdrawing or being dismissed from Latino Educational Training Institute are required to write a letter addressed to the appropriate officers that clearly states the following:

1) The reason for termination
2) The actions taken during the termination period to resolve the problem
3) Student plan to successfully complete the program

## Credit for Previous Training

Latino Educational Training Institute is committed to helping students reach their educational goals as quickly as possible. However, technology changes rapidly and what was learned in an earlier program may no longer be applicable. To ensure that our students graduate with the skills necessary to achieve success in the workplace we will give recognition for previous training only after the student has taken and passed a program proficiency test. Students wishing to receive recognition for previous training must show proof of previous training.

## Student Grievance-Complaint/Appeal Process

Latino Educational Training Institute utilizes policies and procedures for handling student complaints and informs the students in writing of them. When a student has a complaint, he/she is encouraged to follow the chain of command and communicate informally first with the instructor, then the Founder and President. If the student is still unsatisfied, he/she is asked to file

a grievance with the President's Office and then encouraged to make an appointment with the Founder and President for further discussion and action.

A student may consider contacting the Workforce Training and Education Coordinating Board. Contact information for the Workforce Training and Education Coordinating Board is as follows:

Workforce Training and Education Coordinating Board
128 Tenth Ave. SW PO Box 43105
Olympia, WA 98504-3105 360.709.4600
workforce@wtb.wa.gov

## Cancellation and Refund Policy

The school will refund all money paid if the applicant is not accepted including instances where a starting class is canceled by the school. The school will refund all money paid if an applicant cancels within five business days after the day the enrollment contract is signed or an initial payment is made, as long as the applicant has not entered class. If the applicant cancels after the fifth business day after signing the enrollment contract or making an initial payment, but prior to attending class, the school will retain the registration fee not to exceed $100.00. If training is terminated after the student enters class the school will retain 100% of all assessed fees with the exception of lab fees. The school will refund a prorated portion of tuition and lab fees based on the following schedule:

| Percentage of student's attendance for term | Refund due to student |
|---|---|
| **0% through 10%** | **90%** |
| **11% - 25%** | **75%** |
| **26% - 50%** | **50%** |
| **More than 50%** | **0%** |

Calculations per Washington State Legislature WAC 490-105-130.

# Programs

## Bookkeeping Assistant Certificate

**ABE ESL Level 4**
**Program Code: BAC18-19**

**Program Description:** The Bookkeeping Assistant Certificate is a program of basic courses designed for students with little or no accounting experience. The certificate provides students with an introduction to basic accounting skills and business technology used by small businesses. The program is intended to give students the necessary skills in bookkeeping, taxes, financial software, and communication for employment with small businesses. The Certificate emphasizes practical accounting theory and day-to-day skills used in the field. Embedded in the certificate is a thorough training in a leading accounting software package.

Upon successful completion of the course curriculum, students will receive a Bookkeeping Assistant Certificate.

**Method of Instruction:** Instruction is delivered through remote learning (online) using synchronous Zoom classes.

**Objective:** To prepare students for employment as an entry level Bookkeeper or Accounting Clerk (Accounts Payable, Accounts Receivable, and Payroll).

**Language Requirement:** Students must test at or above ABE ESL Level 4.

### Curriculum

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic year.

| Certificate Requirements - 510 Clock Hours | | | |
|---|---|---|---|
| | **Course Number** | **Course Title** | **Clock Hours** |
| 1 | STY 200 | Study Skills | 20 |
| 1 | ACCT 146 | Beginning Keyboarding & 10-Key | 10 |
| 1 | COM 110 | Computer Fundamentals I | 50 |
| 1 | EXC 110 | Excel I | 30 |
| 1 | KEY 100 | Beginning Data Entry | 30 |
| 2 | ENG 201 | Business English | 50 |
| 2 | COM 120 | Computer Fundamentals II | 50 |
| 2 | EXC 112 | Excel II Analysis & Design | 50 |
| 3 | ACCT 101 | Practical Accounting I | 50 |
| 3 | ACCT 101 LAB | Practical Accounting Lab I w/QuickBooks | 20 |
| 3 | BUS 145 | Business Mathematics | 50 |
| 4 | ACCT 102 | Practical Accounting II | 50 |
| 4 | ACCT 102 LAB | Practical Accounting Lab II w/QuickBooks | 20 |
| 4 | ACCT 135 | Business Payroll –Tax Reports | 30 |
| | | **Total Clock Hours** | **510** |

**Course Sequence:** Courses should be taken in the following indicated sequence outlined by quarter. The number of quarters outlined here is a *minimum* as individual student progress may affect the time it takes to complete this program.

**QTR 1:** STY200, ACCT146, KEY100, COM 110, EXC 110 – 140 Clock Hours

**QTR 2:** ENG 201, COM 120, EXC 112– 150 Clock Hours

**QTR 3:** ACCT 101, ACCT 101 LAB, BUS 145– 120 Clock Hours

**QTR 4:** ACCT 102, ACCT 102 LAB, ACCT 135 – 100 Clock Hours

| Course Number | Course Description | Clock Hours |
|---|---|---|
| **STY 200** | **Study Skills** | **20** |
| | Build essential academic skills for success, including time management, goal setting, note-taking, and test preparation. Students strengthen critical thinking, confidence, and independent learning habits, while gaining a basic introduction to using AI tools to support studying, research, and organization. | |
| **ACCT 146** | **Beginning Keyboarding & 10-Key** | **10** |
| | Students will learn to key the alphabetic portion of the computer keyboard by touch, develop or refine basic keyboarding techniques, and increase speed and accuracy. Basic computer functions, and basic document formatting. | |
| **KEY 100** | **Beginning Data Entry** | **30** |
| | In this course you will learn how to organize files and collect data to be entered into the computer. Analyze data for error and reporting problems with the data. Accurately entering information into various computer programs and keeping sensitive customer or company information confidential. | |
| **COM 110** | **Computer Fundamentals I** | **50** |
| | In this introductory course, students will become familiar with the basic principles of a personal computer, including the internal hardware, the operating system, and software applications. The focus is on the fundamentals, learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware, and operating system applications such as word processors, spreadsheets, and presentation software, as well as understanding social and ethical issues around the Internet, information, and security. Additionally, students will learn to use remote learning tools such as Zoom, Google Drive, Google Classroom, and Google Meet. | |
| **COM 120** | **Computer Fundamentals II** | **50** |

| | | |
|---|---|---|
| | In Computer Fundamentals II the focus is on gathering and analyzing data and on using the right tools and methods to collect and present data. | |
| **EXC 110** | **Excel I** | **30** |
| | In this course, you'll start by learning skills like navigating spreadsheets, using shortcuts, and performing calculations. Then you'll dive deeper into more complex formulas and functions, like v-lookups, pivot tables, and creating visualizations. | |
| **ENG 201** | **Business English** | **50** |
| | This class is designed to provide students the necessary skills to communicate effectively in English in a professional context. You will expand your English vocabulary, improve your ability to write and speak in English in both social and professional interactions, and learn terminology and skills that you can apply to business negotiations, telephone conversations, written reports, emails, and professional presentations. | |
| **BUS 145** | **Business Mathematics** | **50** |
| | Apply mathematical concepts using numerical data in Excel to complete business applications. Create formulas and use functions of Excel to compute basic math operations, fractions, percent, percent increase/decrease, bank reconciliation, payroll, taxes and insurance, discounts, markup/markdown, interest, mortgages, depreciation, and financial statements. | |
| **ACCT 101** | **Practical Accounting I** | **50** |
| | **Requirement:** ACCT 101 and ACCT 101 LAB must be taken together in the same quarter.<br><br>An introduction to the basic concepts and standards underlying financial accounting systems. Covers beginning accounting fundamentals, including journalizing, posting, financial statements and computer applications.<br><br>**Course Level Objectives (CLOs)** | |

| | | |
|---|---|---|
| | 1. Use the rules of the fundamental accounting equation to analyze and explain accounting information.<br>2. Use spreadsheets to input, manage, and interpret information to meet the needs of a single proprietorship.<br>3. Use analytical skills to support business transactions of a single proprietorship.<br>4. Apply critical thinking and analytical skills in decision making and problem solving.<br>5. Create professional and accurate financial documents.<br>6. Work independently to apply reasoning skills and critical thinking.<br>7. Perform in ways that reflect ethics and standard bookkeeping expectations related to a single proprietorship. | |
| **ACCT 101 LAB** | **Practical Accounting I Lab + QuickBooks** | **20** |
| | Overview and hands-on practice of QuickBooks including preparing A/R, A/P, bank reconciliations and generating financial reports. For students with limited or no experience using QuickBooks.<br><br>**Course Learning Objectives (CLOs)**<br>Demonstrate how to set up QuickBooks files, create invoices, pay bills, record deposits and prepare bank reconciliations. Prepare and communicate Balance Sheet, Profit and Loss statement, Accounts Receivable aging report and Accounts Payable aging report. | |
| **ACCT 102** | **Practical Accounting II** | **50** |
| | **Prerequisite:** ACCT101 + ACCT101 LAB<br>**Requirement:** ACCT 102 and ACCT 102 LAB must be taken together in the same MS.<br>Theory of asset, liability, and stockholders' equity accounts; construction of financial statements.<br><br>**Course Learning Objectives (CLOs)** | |

| | | |
|---|---|---|
| | 1. Recognize accounting transactions and record them in journals using proper formats.<br>2. Apply the concepts of accrual accounting to transactions that span fiscal periods.<br>3. Trace the effects of those transactions to financial statements.<br>4. Record accounting transactions for merchandising operations and understand how to cost inventories using a variety of methods.<br>5. Journalize transactions specific to managing cash and accounts receivable.<br>6. Record transactions for uncollectible accounts using generally accepted principles.<br>7. Prepare financial statements including income statements, statements of retained earnings, and balance sheets.<br>8. Calculate and explain the significance of liquidity and profitability ratios. | |
| **ACCT 102 LAB** | **Practical Accounting II Lab + QuickBooks** | **20** |
| | Overview and hands-on practice of QuickBooks including setting up files, creating customer and vendor lists, developing a chart of accounts, preparing A/R, A/P, bank reconciliations, processing payroll and generating financial reports.<br><br>**Course Learning Objectives (CLOs)**<br>1. Demonstrate how to set up QuickBooks files, create invoices, pay bills, record deposits and prepare bank reconciliations.<br>2. Prepare accounts receivable and accounts payable aging reports.<br>3. Interpret and communicate QuickBooks information and reports. | |
| **ACCT 135** | **Business Payroll –Tax Reports** | **30** |

| | | |
|---|---|---|
| | **Prerequisite:** ACCT 101 + ACCT 101 LAB<br>Examines systems and operations of payroll tax accounting. Students learn to prepare Form 941, 940, and W-2. The use of software such as Microsoft Excel is incorporated into the course. Topics include the Fair Labor Standards Act and Social Security Act. | |
| **EXC 112** | **Excel II Analysis & Design** | **50** |
| | **Prerequisite:** EXC 110<br>Introduces key concepts to develop and analyze business spreadsheets. Topics include formulas, formatting, logical, financial, and lookup functions, charts, pivot tables, data tables, and multiple workbooks. Projects integrate skills to create business spreadsheets that communicate financial and operational performance. | |
| | **Total Clock Hours** | **510** |

If you have questions after reviewing this information, contact Admissions.

# Construction Management Certificate

**ABE ESL Level 4**
**Program Code: CCM18-19**

**Program Description:** The Construction Management Certificate provides students with the foundational knowledge and practical skills required for entry-level roles in construction management. Students gain a strong background in construction materials and methods, blueprint reading, estimating, scheduling, project documentation, building codes, and digital tools used in the construction industry.

Upon successful completion of the course curriculum, students will receive a Construction Management Certificate.

**Method of Instruction:** Instruction is delivered through remote learning (online) using synchronous Zoom classes. Depending on the participant's county of residence and available partnerships, optional in-person classes may be offered. Placement in on-site instruction is determined on an individual basis.

**Objective:** To prepare students for employment as a Construction Management Assistant, Project Coordinator, Estimating Assistant, Scheduling Assistant, or other entry-level construction management support roles.

**Prerequisites:** Students must test ABE ESL Level 4 or above.

**CURRICULUM**

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic year.

| Certificate Requirements- 420 Clock Hours | | | |
|---|---|---|---|
| **Quarter** | **Course Number** | **Course Title** | **Clock Hours** |
| 1 | CONST 210 | Human Relations for Construction Teams | 40 |

| | | | |
|---|---|---|---|
| 1 | CONST 215 | Construction Math & Measurements | 40 |
| 1 | CONST 220 | Construction Communications, Documentation & Trade English | 40 |
| 1 | CONST 225 | Diversity, Equity & Inclusion in the Trades | 40 |
| 2 | CONST 230 | Computers & Digital Tools for Construction I | 30 |
| 2 | CONST 235 | Blueprint Reading & Construction Graphics I | 30 |
| 2 | CONST 240 | Materials, Methods & Building Systems | 30 |
| 2 | CONST 245 | Construction Estimating Fundamentals | 20 |
| 2 | CONST 250 | Jobsite Safety & Accident Prevention | 20 |
| 3 | CONST 260 | Project Planning & Scheduling | 30 |
| 3 | CONST 265 | Construction Project Management | 30 |
| 3 | CONST 270 | Computers & Digital Tools for Construction II | 30 |
| 3 | CONST 275 | Building Codes & Compliance I | 20 |
| 3 | CONST 280 | Construction Capstone Seminar | 20 |
| | | **TOTAL CLOCK HOURS** | **420** |

**Course Sequence:** Courses must be taken in the following sequence. The number of quarters listed is a minimum; individual student progress may affect completion time.

**QTR 1:** CONST 210, CONST 215, CONST 220, CONST 225 – **160 Clock Hours**

**QTR 2:** CONST 230, CONST 235, CONST 240, CONST 245, CONST 250 – **130 Clock Hours**

**QTR 3:** CONST 260, CONST 265, CONST 270, CONST 275, CONST 280 – **130 Clock Hours**

| Course Number | Course Description | Clock Hours |
|---|---|---|
| **CONST 210** | **Human Relations for Construction Teams** | **40** |
| | Introduces basic communication and teamwork skills used in construction settings. Students learn how to follow directions, work with others, and understand workplace expectations. Emphasis is placed on clear communication, respect, and working with diverse teams. | |
| **CONST 215** | **Construction Math & Measurements** | **40** |

| | | |
|---|---|---|
| | Covers basic math skills used in construction, including measurements, units, and simple calculations. Students practice step-by-step problem solving using real-life construction examples to build confidence and accuracy. | |
| **CONST 220** | **Construction Communications, Documentation & Trade English** | **40** |
| | Builds practical English communication skills for construction environments. Students learn key construction vocabulary, common jobsite phrases, and how to communicate with supervisors and team members. Instruction includes understanding simple written instructions, reading basic construction documents, and completing workplace forms such as daily logs and reports. Students also practice basic email and written communication used in construction settings. | |
| **CONST 225** | **Diversity, Equity & Inclusion in the Trades** | **40** |
| | Introduces respectful workplace behavior, cultural awareness, and professional expectations. Students learn how to work effectively with people from different backgrounds and contribute to a positive jobsite environment. | |
| **CONST 230** | **Computers & Digital Tools for Construction I** | **30** |
| | Introduces basic computer and digital skills used in construction. Students learn to use email, simple spreadsheets, cloud platforms, digital plan viewers, and document-control systems to support workplace tasks. | |
| **CONST 235** | **Blueprint Reading & Construction Graphics I** | **30** |
| | Introduces the fundamentals of reading construction drawings. Students learn common symbols, simple plans, and how to understand basic layouts used in construction projects. | |
| **CONST 240** | **Materials, Methods & Building Systems** | **30** |

| | | |
|---|---|---|
| | Provides an overview of common construction materials and how buildings are constructed. Students learn basic building processes and the sequence of construction. | |
| **CONST 245** | **Construction Estimating Fundamentals** | **20** |
| | Introduces basic estimating concepts, including quantity take-offs, material counts, and simple cost calculations. Students gain an understanding of labor, materials, and basic bid preparation. | |
| **CONST 250** | **Jobsite Safety & Accident Prevention** | **20** |
| | Covers basic safety practices, OSHA principles, hazard identification, PPE, and incident reporting. Students learn to recognize risks, follow safety procedures, and maintain safe, compliant jobsites. | |
| **CONST 260** | **Project Planning & Scheduling** | **30** |
| | Introduces planning concepts, including understanding simple schedules and task sequences. Students learn how construction projects are organized step-by-step. | |
| **CONST 265** | **Construction Project Management** | **30** |
| | Introduces the fundamentals of construction project management, including project lifecycle, basic budgeting, procurement, subcontractor coordination, and documentation. Students learn key roles, responsibilities, and how teams work together to complete a project. | |
| **CONST 270** | **Computers & Digital Tools for Construction II** | **30** |
| | Builds on foundational digital skills with more applied use of tools in construction settings. Students practice organizing project files, using spreadsheets for basic tracking, navigating digital plans, and managing documents in shared systems. The course also introduces basic exposure to industry tools such as estimating software, scheduling platforms, and digital plan review systems. Students gain a general understanding of how these tools are used in construction projects, with an emphasis on practical application, accuracy, and workplace readiness. | |

| | | |
|---|---|---|
| **CONST 275** | **Building Codes & Compliance I** | **20** |
| | Introduces basic building codes, permits, and inspections. Students learn why regulations are important and how they apply to construction projects. | |
| **CONST 280** | **Construction Capstone Seminar** | **20** |
| | Students complete a guided project that brings together the skills learned throughout the program. The focus is on applying basic knowledge and demonstrating readiness for entry-level construction management roles. | |
| | **TOTAL CLOCK HOURS** | **420** |

If you have questions after reviewing this information, contact Admissions.

# Office Assistant Certificate

**ABE ESL Level 3**
**Program Code: COA18-19**

**Program Description:** This program focuses on providing students the required knowledge and skills for a successful career as an Office Assistant. Students will gain a strong background in computer skills, office skills, business communication and customer service.

Upon successful completion of the course curriculum, students will receive a Office Assistant Certificate.

**Method of Instruction:** Instruction is delivered through remote learning (online) using synchronous Zoom classes.

**Objective:** To prepare students for employment as an Office Assistant, Administrative Assistant, or Customer Service Representative.

**Prerequisites:** Students must test ABE ESL in Level 3 or above.

**CURRICULUM**

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic year.

| Certificate Requirements- 420 Clock Hours | | | |
|---|---|---|---|
| **Quarter** | **Course Number** | **Course Title** | **Clock Hours** |
| 1 | STY 200 | Study Skills | 20 |
| 1 | ACCT 146 | Beginning Keyboarding & 10-Key | 30 |
| 1 | COM 110 | Computer Fundamentals I | 50 |
| 1 | EXC 110 | Excel I | 30 |
| 1 | DAT 101 | Database Entry | 30 |
| 2 | ENG 201 | Business English | 50 |
| 2 | COM 120 | Computer Fundamentals II | 50 |

| | | | |
|---|---|---|---|
| 2 | WOR 210 | Word Processing | 30 |
| 3 | ADM 201 | Administrative Office Procedures | 50 |
| 3 | COAA 205 | Administrative Practicum | 50 |
| 3 | CUS 280 | Customer Service Fundamentals | 30 |
| | | **TOTAL CLOCK HOURS** | **420** |

**Course Sequence:** Courses should be taken in the following indicated sequence outlined by quarter. The number of quarters outlined here is a minimum as individual student progress may affect the time it takes to complete this program.

**QTR 1:** STY 200, ACCT 146, COM 110, EXC 110, DAT 101 – 160 Clock Hours

**QTR 2:** ENG 201, COM 120, WOR 210 – 130 Clock Hours

**QTR 3:** ADM 201, COAA 205, CUS 280 – 130 Clock Hours

| Course Number | Course Description | Clock Hours |
|---|---|---|
| **STY 200** | **Study Skills** | **20** |
| | Build essential academic skills for success, including time management, goal setting, note-taking, and test preparation. Students strengthen critical thinking, confidence, and independent learning habits, while gaining a basic introduction to using AI tools to support studying, research, and organization. | |
| **ACCT 146** | **Beginning Keyboarding & 10 Key** | **30** |
| | Students will learn to key the alphabetic portion of the computer keyboard by touch, develop or refine basic keyboarding techniques, and increase speed and accuracy. Basic computer functions, and basic document formatting. | |
| **COM 110** | **Computer Fundamentals I** | **50** |
| | In this introductory course, students will become familiar with the basic principles of a personal computer, including the internal hardware, the operating system, and software applications. The focus is on the fundamentals, learning and using the | |

| | | |
|---|---|---|
| | applications, and understanding the basic roles and responsibilities of the software, hardware, and operating system applications such as word processors, spreadsheets, and presentation software, as well as understanding social and ethical issues around the Internet, information, and security. Additionally, students will learn to use remote learning tools such as Zoom, Google Drive, Google Classroom, and Google Meet. | |
| **EXC 110** | **Excel I** | **30** |
| | In this course, you'll start by learning skills like navigating spreadsheets, using shortcuts, and performing calculations. Then you'll dive deeper into more complex formulas and functions, like v-lookups, pivot tables, and creating visualizations. | |
| **CUS 280** | **Customer Service Fundamentals** | **30** |
| | This course is an introduction to customer service and its importance in any business.<br>• You'll learn how to perform outstanding customer service<br>• You'll learn the benefit of positive customer service at every level of an industry<br>• You'll learn how positive and negative feedback affect your company's sales<br>• You'll learn how to manage negative customer service<br><br>This course covers the following topics:<br>• What is Customer Service?<br>• Why is it more Important than ever?<br>• How it applies to every business<br>• Rules of Great Service<br>• Getting to High Service Levels<br>• Evaluate Yourself/Evaluate Your Company<br>• Powering a Great Service Culture | |

| | | |
|---|---|---|
| | • Managing Negative Customer Service Engagements | |
| **COM 120** | **Computer Fundamentals II** | **50** |
| | **Prerequisite:** COM 110<br>In Computer Fundamentals II the focus is on gathering and analyzing data using the right tools and methods to collect and present data. | |
| **WOR 210** | **Word Processing** | **30** |
| | The course covers proper keyboarding techniques; word processing concepts (Microsoft Word); and document formatting of letters, memos, tables, reports, and e-mail. Basic file management and operating system functions are included. Keyboarding speed and accuracy are emphasized. Upon completion of the course, the student will be able to:<br>• Key by touch when inputting information (alphabetic, numeric, and symbolic), using proper techniques with accuracy.<br>• Use the computer's operating system to manage documents and folders.<br>• Produce business documents using word processing software. Produce basic mailable business documents in a timely manner using word processing software. | |
| **ENG 201** | **Business English** | **50** |
| | This class is designed to provide students the necessary skills to communicate effectively in English in a professional context. You will expand your English vocabulary, improve your ability to write and speak in English in both social and professional interactions, and learn terminology and skills that you can apply to business negotiations, telephone conversations, written reports, emails, and professional presentations. | |
| **DAT 101** | **Database Entry** | **30** |
| | In this course you will learn how to organize files and collect data to be entered into the computer. Analyze data for error and reporting problems with the data. Accurately entering information into various computer | |

| | | |
|---|---|---|
| | programs and keeping sensitive customer or company information confidential. | |
| **ADM 201** | **Administrative Office Procedures** | **50** |
| | Practical application of basic communication and organizational skills with emphasis on fundamentals of writing, time management, travel and meeting arrangements and critical thinking skills for day to day business operations. In this class you will learn to apply basic communication and organizational skills in a business office. Display the fundamentals of writing, time management, travel and meeting arrangements and critical thinking skills for day to day business operations and implement telephone techniques, office ethics and dress code. | |
| **COAA 205** | **Administrative Practicum** | **50** |
| | Supervised educational practicum in the student's area of specialization. Students apply classroom knowledge through structured, hands-on learning activities under the supervision of the school. The practicum is a required educational component of the program and emphasizes achievement of established learning outcomes. Includes a lecture component. | |
| | **TOTAL CLOCK HOURS** | **420** |

If you have questions after reviewing this information, contact Admissions.

# Beginner Level Microsoft Word and Google Docs W/Certification

Spanish Instruction Course
Program Code: BCC 22-23

**Program Description:** The Beginner Level Microsoft Word and Google Docs computer software course is designed for students with little or no experience with this software. This course provides students with an introduction to the most important basics of Microsoft Word and Google Docs while learning to successfully navigate both Microsoft and Google software. Amongst others, introductory topics include creating and saving documents, printing documents, text basics and formatting text and becoming familiar with important features such as the Ribbon, Quick Access Toolbar, and Backstage view.

Students may earn individual certificates for each program upon successful completion.

**Method of Instruction:** Instruction is delivered through remote learning (online) using synchronous Zoom classes.

**Objective:** Upon successful completion of this course, students will be able to:

- Demonstrate basic navigation of both Microsoft and Google software. Create and save documents, print documents, text basics and format text, use features such as the Ribbon, Quick Access Toolbar, and Backstage view.
- Improve digital literacy skills.
- Recall and apply test-taking strategies.
- Identify and apply study skill techniques, such as note taking strategies, recognizing main ideas, and supporting details.
- Practice group interaction skills.

**Language Requirement:** No English Level requirement as course is being offered in Spanish.

**Assessments:** Students will be required to demonstrate their computer & digital literacy skills through an online learning and assessment tool which will provide a report of areas mastered and areas needing improvement.

## Curriculum

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic years.

| **Certificate Requirements - 48 Clock Hours** | | |
|---|---|---|
| **Course Number** | **Course Title** | **Clock Hours** |
| ICP 100 | Introduction to Business Office Platforms | 5 |
| WRD 100 | Microsoft Word I | 15 |
| GDC 100 | Google Docs I | 18 |
| PCT 100 | Microsoft Word and Google Docs Certification Test | 5 |
| PRJ 100 | Microsoft Word and Google Docs Projects | 5 |
| | **TOTAL CLOCK HOURS** | **48** |

**Course Sequence:** Courses should be taken in the following indicated sequence outlined by quarter. The number of quarters outlined here is a *minimum* as individual student progress may affect the time it takes to complete this program.

**QTR 1:** ICP 100, WRD 100, GDC 100, PCT 100 – 48 Clock Hours

Each lesson will have structured activities such as demonstrations to solve the problems and assignments to practice the skills. Some classes will include Quizzes, Academic videos, and other resources.

| **Course Number** | **Course Description** | **Clock Hours** |
|---|---|---|
| **ICP 100** | **Introduction to Business Office Platforms** | **10** |
| | Introduction to Google Classroom, Microsoft Office365, Google Docs, and Northstar platform. | |
| **WRD 100** | **Microsoft Word I** | **15** |
| | Working with Text, working with objects, creating and saving documents, printing documents, applying styles, | |

| | | |
|---|---|---|
| | use features such as the Ribbon, Quick Access Toolbar, and Backstage view. | |
| **GDC 100** | **Google Docs I** | **18** |
| | Working with Text, working with objects, creating and saving documents, printing documents, applying styles, and using features. | |
| **PCT 100** | **Microsoft Word and Google Docs Certification Test** | **5** |
| | Microsoft Word and Google Docs Certification Test. | |
| | **Total Clock Hours** | **48** |

If you have questions after reviewing this information, contact Admissions.

# Intermediate Level Microsoft Word and Google Docs W/Certification

**Spanish Instruction Course**
**Program Code: ICC 22-23**

**Program Description:** The Intermediate Level Microsoft Word and Google Docs computer software course is designed for students who already possess a basic knowledge of these software programs. This course advances students to achieve intermediate level skills, understanding and navigation of Microsoft Word and Google Docs. Amongst others, topics include creating tables, inserting shapes and pictures, applying styles, inserting comments, using track changes, creating flyers, brochures and essays. The program is intended to give students skills used by small businesses.

Students may earn individual certificates for each program upon successful completion.

**Method of Instruction:** Instruction is delivered through remote learning (online) using synchronous Zoom classes.

**Objective:** Upon successful completion of this course, students will be able to:

- Demonstrate improvement in all of the following topics: Word basics, Working with text, Layout and Printing, Working with Objects, Collaboration and Reviewing.
- Improve digital literacy skills.
- Recall and apply test-taking strategies.
- Identify and apply study skill techniques, such as note taking strategies, recognizing main ideas, and supporting details.
- Read to deduce information from visual representations such as maps, charts, graphs, or pictures.
- Produce writing (Essays) and practice group interaction skills.

**Language Requirement:** No English Level requirement as course is being offered in Spanish.

**Assessments:** Students will be required to demonstrate their computer & digital literacy skills through Northstar Digital Literacy, an online learning and assessment tool which will provide a report of areas mastered and areas needing improvement.

## Curriculum

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic years.

| **Certificate Requirements - 48 Clock Hours** | | |
|---|---|---|
| **Course Number** | **Course Title** | **Clock Hours** |
| ICP 100 | Introduction to Business Office Platforms | 5 |
| WRD 110 | Microsoft Word II | 15 |
| GDC 110 | Google Docs II | 18 |
| PCT 100 | Microsoft Word and Google Docs Certification Test | 5 |
| PRJ 110 | Microsoft Word and Google Docs Projects | 5 |
| | **Total Clock Hours** | **48** |

**Course Sequence:** Courses should be taken in the following indicated sequence outlined by quarter. The number of quarters outlined here is a *minimum* as individual student progress may affect the time it takes to complete this program.

**QTR 1:** ICP 110, WRD 110, GDC 110, NAS 100, PJR 110 – 48 Clock Hours

Each lesson will have structured activities such as demonstrations to solve the problems and assignments to practice the skills. Some classes will include Quizzes, Academic videos, and other resources.

| **Course Number** | **Course Description** | **Clock Hours** |
|---|---|---|
| **ICP 110** | **Review of Business Office Platforms** | **5** |
| | In-depth review of Google Classroom, Microsoft Office365, Google Docs, and Northstar platform. | |
| **WRD 110** | **Microsoft Word II** | **15** |

| | | |
|---|---|---|
| | Working with objects, creating tables, inserting shapes and pictures, applying styles, creating essays. | |
| **GDC 110** | **Google Docs II** | **18** |
| | Working with objects, creating tables, inserting shapes and pictures, applying styles, creating essays, inserting comments, using track changes. | |
| **NAS 100** | **Microsoft Word and Google Docs Certification Test** | **5** |
| | Microsoft Word and Google Docs Certification Test | |
| **PRJ 110** | **Microsoft Word and Google Docs Projects** | **5** |
| | Creating flyers, brochures and essays. | |
| | **TOTAL CLOCK HOURS** | **48** |

If you have questions after reviewing this information, contact Admissions.

# Intermediate Level Google, Office, and AI Applications Certificate  Spanish Instruction Course

**Program Code: IGOAI 25**

**Program Description:** This intermediate-level certificate program is ideal for individuals with basic knowledge of office software, looking to develop skills in advanced features of Google Apps, Microsoft Office, and AI tools. The program equips students with practical abilities in creating professional documents, managing spreadsheets, designing presentations, and leveraging artificial intelligence tools for efficiency and personalization. Participants can earn individual certifications upon successful completion of coursework and exams.

Students may earn individual certificates for each program upon successful completion.

**Method of Instruction:** Instruction is delivered through remote learning (online) using synchronous Zoom classes.

**Objective:** Upon successful completion, students will:

- Demonstrate improved proficiency in office and AI applications, including Google Docs, Sheets, Slides, Microsoft Word, Excel, and PowerPoint.
- Use AI tools responsibly to enhance productivity and personalize learning experiences.
- Develop and manage digital content, including letters, brochures, resumes, and other professional materials.
- Strengthen digital literacy and problem-solving capabilities.

**Language Requirement:** No English Level requirement as course is being offered in Spanish.

**Assessments:** Students will be required to demonstrate their computer & digital literacy skills through Northstar Digital Literacy, an online learning and assessment tool which will provide a report of areas mastered and areas needing improvement.

## Curriculum

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic years.

| **Certificate Requirements - 200 Clock Hours** | | |
|---|---|---|
| **Course Number** | **Course Title** | **Clock Hours** |
| GA 220 | Google Apps | 75 |
| WRD 110 | Microsoft Word II | 30 |
| EXC 110 | Excel II Analysis & Design | 30 |
| PPT 110 | Power Point | 15 |
| AIT 220 | Artificial Intelligence Tools | 50 |
| | **Total Clock Hours** | **200** |

**Course Sequence:** Courses should be taken in the following indicated sequence outlined by quarter. The number of quarters outlined here is a *minimum* as individual student progress may affect the time it takes to complete this program.

**QTR 1:** GA 220, WRD 110, EXC 110, PPT 110, AIT 220 – 200 Clock Hours

Each lesson will have structured activities such as demonstrations to solve the problems and assignments to practice the skills. Some classes will include Quizzes, Academic videos, and other resources.

| **Course Number** | **Course Description** | **Clock Hours** |
|---|---|---|
| **GA 220** | **Google Apps** | **75** |
| | Master Google Drive, Docs, Sheets, and Slides with an opportunity to earn Google Application | |

| | | |
|---|---|---|
| | Specialist Certification. Includes collaborative tools and advanced formatting techniques. | |
| **WRD 220** | **Microsoft Word II** | **30** |
| | Dive deeper into Microsoft Word functionality, focusing on advanced tools like styles, templates, and professional document preparation. Certification opportunity included. | |
| **ME 220** | **Microsoft Excel** | **30** |
| | Learn to create and analyze data with formulas, functions, and visual representations. Prepares students for the Microsoft Excel Specialist Certification. | |
| **PP 220** | **Power Point** | **15** |
| | Craft professional presentations with transitions, animations, and multimedia. Includes Microsoft PowerPoint Specialist Certification. | |
| **AIT 220** | **Artificial Intelligence Tools** | **50** |
| | Explore AI solutions like Microsoft and Google AI tools to streamline workflow and personalize learning. Opportunity to earn an AI Specialist Certification. | |
| | **TOTAL CLOCK HOURS** | **200** |

If you have questions after reviewing this information, contact Admissions.

# 90 Day — Computer Skills Training for Workforce Readiness

**Program Code: COMP-090**

**Program Description:** The Computer Skills Program provides a supportive learning pathway that helps participants build practical, job-ready digital skills in an engaging and accessible environment. Through pre-level instruction in keyboarding, basic computer operations, and introductory data entry, participants develop the foundational technology skills needed to use computers confidently in both everyday life and workplace settings. The program emphasizes hands-on learning, guided practice, and progressive skill development, preparing students for more advanced computer training, increased digital independence, and future employment opportunities.

**Method of Instruction:** Instruction is delivered primarily through online (remote) learning using instructor-led virtual classes. Depending on the participant's county of residence and available partnerships, optional in-person classes may be offered. Placement in on-site instruction is determined on an individual basis.

**Objective:** Upon successful completion, students will:

- Demonstrate basic computer operation and navigation skills
- Use a keyboard with improved accuracy and familiarity
- Perform simple tasks using email, internet browsers, and basic digital tools
- Understand basic file management and online safety practices
- Complete introductory data entry and document tasks
- Build confidence using technology in everyday situations
- Be prepared to transition into intermediate computer training or entry-level positions requiring basic digital skills

**Language Requirement:** No English Level requirement as course is being offered in Spanish.

**Assessments:** Participant progress will be evaluated through:

- Pre- and post-assessments (digital literacy tools)
- Instructor evaluations and progress reports
- Attendance and participation tracking
- Hands-on skill demonstrations and assignments
- Northstar Digital Literacy module completion

## Curriculum

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic years.

| **Certificate Requirements - 150 Clock Hours** | | |
|---|---|---|
| **Course Number** | **Course Title** | **Clock Hours** |
| STY 200 | Study Skills | 20 |
| PKEY 100 | Intro to Keyboarding & 10-Key (Pre-Level) | 30 |
| PCOM 100 | Intro to Computer Basics (Pre-Level) | 30 |
| COM 110L | Computer Fundamentals Lab | 20 |
| PDAT 100 | Intro to Data Entry (Pre-Level) | 30 |
| DAT 101L | Database Entry Lab | 20 |
| | **Total Clock Hours** | **150** |

**Course Sequence:** Courses should be taken within one quarter (90 days). The number of quarters outlined here is a minimum as individual student progress may affect the time it takes to complete this program.

**QTR 1:** STY 200, PKEY 100, PCOM 100, COM 110L, PDAT 100, DAT 101L – 150 Clock Hours
Each lesson will have structured activities such as demonstrations to solve the problems and assignments to practice the skills. Some classes will include Quizzes, Academic videos, and other resources.

| **Course Number** | **Course Description** | **Clock Hours** |
|---|---|---|
| **STY 200** | **Study Skills** | **20** |

| | | |
|---|---|---|
| | Build essential academic skills for success, including time management, goal setting, note-taking, and test preparation. Students strengthen critical thinking, confidence, and independent learning habits, while gaining a basic introduction to using AI tools to support studying, research, and organization. | |
| **PKEY 100** | **Intro to Keyboarding & 10-Key (Pre-Level)** | **30** |
| | Learn basic keyboarding skills, including proper hand placement, accuracy, and introductory speed development. Students are introduced to 10-key use to prepare for future training and workplace tasks. | |
| **PCOM 100** | **Intro to Computer Basics (Pre-Level)** | **30** |
| | Develop foundational computer skills, including basic navigation, file management, internet use, and email. This course prepares students for more advanced computer training. | |
| **COM 110L** | **Computer Fundamentals Lab** | **20** |
| | Practice basic computer skills in a guided lab setting. Students apply what they learn through hands-on activities with instructor support. | |
| **PDAT 100** | **Intro to Data Entry (Pre-Level)** | **30** |
| | Learn basic data entry concepts, including accuracy, simple data input, and introduction to spreadsheets. Prepares students for more advanced data and office skills. | |
| **DAT 101L** | **Database Entry Lab** | **20** |
| | Apply basic data entry skills through hands-on practice. Students build confidence, accuracy, and familiarity with real-world tasks. | |
| | **TOTAL CLOCK HOURS** | **150** |

If you have questions after reviewing this information, contact Admissions.

# 90 Day — English Language Acquisition for Workforce and Further Education

**Program Code: ENG-090**

**Program Description:** Through introductory instruction in reading, writing, listening, and speaking, participants develop essential language skills needed to navigate daily life, access services, and participate in work and educational environments. The program emphasizes practical application, confidence-building, foundational skill development, consistent engagement, and readiness for next-step training or entry-level work environments.

The ELA Program provides a supportive learning pathway that helps participants build English language, communication, and workplace skills while increasing confidence, independence, and opportunities for personal and professional growth.

**Method of Instruction:** Instruction is delivered primarily through online (remote) learning using instructor-led virtual classes. Depending on the participant's county of residence and available partnerships, optional in-person classes may be offered. Placement in on-site instruction is determined on an individual basis.

**Objective:** Upon successful completion, students will:

- Demonstrate basic English communication skills in speaking and listening
- Read and understand simple English texts
- Write basic sentences for everyday and workplace communication
- Build vocabulary for daily life and common work environments
- Improve confidence using English in real-world situations
- Develop learning strategies to continue English language development
- Be prepared to transition into further education programs or entry-level employment

**Language Requirement:** No minimum English level required.

**Assessments:** Participant progress will be evaluated through:

- Pre- and post-assessments (digital literacy tools)
- Instructor evaluations and progress reports
- Attendance and participation tracking
- Class assignments and applied language activities

## Curriculum

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic years.

| **Certificate Requirements - 150 Clock Hours** | | |
|---|---|---|
| **Course Number** | **Course Title** | **Clock Hours** |
| STY 200 | Study Skills | 20 |
| ELA 100 | English Language Acquisition (Foundations) | 65 |
| ELA 110 | English Language Support & Practice | 65 |
| | **Total Clock Hours** | **150** |

**Course Sequence:** Courses should be taken within one quarter (90 days). The number of quarters outlined here is a minimum as individual student progress may affect the time it takes to complete this program.

**QTR 1:** STY 200, ELA 100, ELA 110 – 150 Clock Hours
Each lesson includes structured activities such as guided instruction, interactive language practice, and real-life communication exercises. Some classes may include quizzes, instructional videos, and additional resources to reinforce learning and support skill development.

| **Course Number** | **Course Description** | **Clock Hours** |
|---|---|---|
| **STY 200** | **Study Skills** | **20** |
| | Build essential academic skills for success, including time management, goal setting, note-taking, and test preparation. Students | |

| | | |
|---|---|---|
| | strengthen critical thinking, confidence, and independent learning habits, while gaining a basic introduction to using AI tools to support studying, research, and organization. | |
| **ELA 100** | **English Language Acquisition (Foundations)** | **65** |
| | Develop foundational English skills in reading, writing, listening, and speaking. Students build basic vocabulary and practice communication for everyday, workplace, and educational settings. | |
| **ELA 110** | **English Language Support & Practice** | **65** |
| | Reinforce English language skills through guided practice and applied activities. Students strengthen comprehension, speaking confidence, and real-world language use in a supportive environment. | |
| | **TOTAL CLOCK HOURS** | **150** |

If you have questions after reviewing this information, contact Admissions.

# 90 Day — Spanish Pre-GED Preparation for Academic and Career Advancement

**Program Code: SPGED-090**

**Program Description:** The Spanish PRE-GED Program provides a supportive learning pathway that helps participants strengthen the foundational academic skills needed to prepare for high school equivalency studies, workforce training, and future educational opportunities. Through targeted instruction in mathematics, reading, science, and social studies, participants build confidence, reinforce core academic competencies, and make measurable progress toward readiness for the Spanish GED exam. The program emphasizes skill development, critical thinking, and lifelong learning to support continued educational and career success.

**Method of Instruction:** Instruction is delivered primarily through online (remote) learning using instructor-led virtual classes. Depending on the participant's county of residence and available partnerships, optional in-person classes may be offered. Placement in on-site instruction is determined on an individual basis.

**Objective:** Upon successful completion, students will:

- Strengthen foundational academic skills in Spanish.
- Demonstrate improved reading, writing, and mathematical abilities.
- Develop effective study habits and test-taking strategies.
- Increase confidence and self-sufficiency.
- Be prepared to pursue and succeed in the Spanish GED program.

**Language Requirement:** No English Level requirement as course is being offered in Spanish.

**Assessments:** Participant progress will be evaluated through:

- Pre- and post-assessments
- Instructor evaluations and progress reports
- Attendance and participation tracking

- Practice GED exercises and assignments

## Curriculum

**Prospective Students:** The information below reflects the basic requirements for students admitted for the **2026** academic years.

| Certificate Requirements - 120 Clock Hours | | |
|---|---|---|
| **Course Number** | **Course Title** | **Clock Hours** |
| STY 200 | Study Skills | 20 |
| PGEDRC 100 | Spanish PRE-GED Reading & Comprehension | 25 |
| PGEDM 100 | Spanish PRE-GED Mathematics | 25 |
| PGEDS 100 | Spanish PRE-GED Science | 25 |
| PGEDMSS 100 | Spanish PRE-GED Social Studies | 25 |
| | **Total Clock Hours** | **120** |

**Course Sequence:** Courses should be taken within one quarter (90 days). The number of quarters outlined here is a minimum as individual student progress may affect the time it takes to complete this program.

**QTR 1:** STY 200, PGEDRC 100, PGEDM 100 – 120 Clock Hours
Each lesson will have structured activities such as demonstrations to solve the problems and assignments to practice the skills. Some classes will include Quizzes, Academic videos, and other resources.

| Course Number | Course Description | Clock Hours |
|---|---|---|
| **STY 200** | **Study Skills** | **20** |
| | Build essential academic skills for success, including time management, goal setting, note-taking, and test preparation. Students strengthen critical thinking, confidence, and independent learning habits, while gaining a basic introduction to using AI tools to support studying, research, and organization. | |
| **PGEDRC 100** | **Spanish PRE-GED Reading & Comprehension** | **25** |

| | | |
|---|---|---|
| | Strengthen foundational reading skills in Spanish. Students build vocabulary, improve comprehension, and practice identifying main ideas to prepare for GED-level reading. | |
| **PGEDM 100** | **Spanish PRE-GED Mathematics** | **25** |
| | Develop basic math skills in Spanish, including arithmetic, fractions, decimals, and problem-solving. This course prepares students for the expectations of GED math classes. | |
| **PGEDS 100** | **Spanish PRE-GED Science** | **25** |
| | Explore foundational science concepts in Spanish, including life, physical, and earth sciences. Students build understanding and vocabulary to prepare for GED science coursework. | |
| **PGEDMSS 100** | **Spanish PRE-GED Social Studies** | **25** |
| | Build a foundation in social studies in Spanish, including history, civics, geography, and economics. Students develop reading and understanding skills to prepare for GED-level content. | |
| | **TOTAL CLOCK HOURS** | **120** |

If you have questions after reviewing this information, contact Admissions.

# 90 Day — Foundational Literacy & Writing Skills

**Program Code: LIT-090**

**Program Description:** Through targeted instruction in letter recognition, phonological awareness, early reading, early writing, and functional literacy, participants build confidence, strengthen foundational literacy skills, and make measurable progress toward independent reading and writing. The program provides a supportive learning pathway that fosters continued engagement while preparing participants for future educational, workforce training, and employment opportunities. Emphasizing skill development, confidence, and lifelong learning, the program helps learners build the essential literacy foundation needed for personal and professional success.

**Method of Instruction:** Instruction is delivered primarily through online (remote) learning using instructor-led virtual classes. Depending on the participant's county of residence and available partnerships, optional in-person classes may be offered. Placement in on-site instruction is determined on an individual basis.

## Objective

Upon successful completion, students will:

- Recognize and write all letters of the alphabet.
- Demonstrate early reading skills including syllables, CVC words, and simple sentences.
- Develop early writing skills including tracing, copying, and writing functional words.
- Strengthen basic numeracy and number recognition.
- Improve functional literacy for daily life and workplace contexts.
- Increase confidence, independence, and readiness for future academic programs.

## Language Requirement

No English level requirement. Instruction is delivered in Spanish and adapted for non-literate adult learners.

**Assessments**

Participant progress will be evaluated through:

- Pre- and post-literacy assessments
- Weekly reading and writing evaluations
- Instructor progress reports
- Attendance and participation tracking
- Writing samples and phonological assessments

## Curriculum

**Prospective Students:**
The information below reflects the basic requirements for students admitted for the 2026 academic year.

| Certificate Requirements — 128 Clock Hours | | |
|---|---|---|
| **Course Number** | **Course Title** | **Clock Hours** |
| LIT 170 | Computers Skills &Technology Support | 8 |
| LIT 100 | Initial Literacy Assessment & Orientation | 5 |
| LIT 110 | Letter Recognition & Early Writing | 25 |
| LIT120 | Number Recognition & Functional Numeracy | 20 |
| LIT 130 | Phonological Awareness & Beginning Reading | 25 |
| LIT 140 | Early Reading Development | 20 |
| LIT 150 | Early Writing Development | 20 |
| LIT 160 | Functional Literacy for Daily Life | 5 |
| | **Total Clock Hours** | **128** |

**Course Sequence**

Courses should be taken in the following sequence. The number of quarters outlined here is a minimum; individual student progress may affect the time required to complete the program.

**QTR 1:** LIT 170, LIT 100, LIT 110, LIT120, LIT 130, LIT 140, LIT 150, LIT 160– 128 Clock Hours

Each lesson includes structured activities such as demonstrations, guided practice, phonics exercises, reading aloud, writing tasks, and functional literacy applications. Some classes include quizzes, literacy games, academic videos, and other resources.

| Course Number | Course Description | Clock Hours |
|---|---|---|
| **LIT 170** | **Computers Skills &Technology Support** | **8** |
| | This course provides individualized support to ensure students can successfully participate in remote learning. The instructor meets with the student to set up their laptop, install required programs, configure email and Google tools, and provide guided practice using Google Meet for live classes. Students also learn how to access assignments, upload homework, navigate digital learning platforms, and manage basic computer functions needed for the program.<br>This component ensures digital readiness and supports student independence throughout the training. | |
| **LIT 100** | **Initial Literacy Assessment & Orientation** | **5** |
| | Evaluate prior knowledge, letter and number recognition, phonological awareness, fine-motor writing skills, and ability to read/write personal information. Establish individualized learning goals. | |
| **LIT 110** | **Letter Recognition & Early Writing** | **25** |
| | Develop recognition of all letters (uppercase/lowercase). Practice tracing, copying, | |

| | | |
|---|---|---|
| | and writing. Introduce syllables and personal vocabulary (name, address, phone number). Build early writing habits. | |
| **LIT 120** | **Number Recognition & Functional Numeracy** | **20** |
| | Recognize and write numbers 0–50. Identify dates, days of the week, and simple sequences. Read numbers in real-life contexts such as prices, clocks, and forms. | |
| **LIT 130** | **Phonological Awareness & Beginning Reading** | **25** |
| | Learn letter-sound correspondence, blend sounds to form syllables, read simple syllables and CVC words, and begin recognizing high-frequency sight words. | |
| **LIT 140** | **Early Reading Development** | **20** |
| | Read simple words and sentences, identify main ideas, read functional vocabulary (stop, exit, name, date), and practice guided reading with predictable texts. | |
| **LIT 150** | **Early Writing Development** | **20** |
| | Write simple words and short sentences, complete basic forms, write functional phrases, and practice dictation of syllables and words. | |
| **LIT 160** | **Functional Literacy for Daily Life** | **5** |
| | Read signs, labels, and forms; write short notes; recognize basic workplace vocabulary; and follow simple written instructions. | |
| | **TOTAL CLOCK HOURS** | **128** |

Curriculum sourced from the National Institute for Adult Education (Instituto Nacional para la Educación de los Adultos – Mexico). Approved by the Washington State Office of Superintendent of Public Instruction (OSPI) for use in all public schools in Washington State.

If you have questions after reviewing this information, contact Admissions.