

LOS ANGELES REGIONAL ADULT EDUCATION CONSORTIUM
East Los Angeles Skills Center Auditorium
3921 Selig Place
Los Angeles, CA 90031

September 9, 2016 – 1:00-3:00 p.m.
Open Meeting
Minutes

The following executive committee members in attendance: Emilio Urioste, Burbank USD
Kathy Brendzal Montebello USD
Joseph Stark, Los Angeles USD
Veronica Montes, Culver City, USD

I. Opening

Meeting called to order by Joseph Stark at 1:10pm

II. Pledge of Allegiance

III. Minutes Approval: August 12, 2016 Open Meeting

Emilio: Moves to approve August 12, 2016 minutes

Kathy: Seconds

Vote: Unanimous

IV. Workgroups Orientation and Activities Kick-Off: October 7, 2016

Lanzi: Informs the Executive team that workgroups will be starting activities on October 7, 2016 – kick off of activities and initiation of ABE Math & English and Adult Secondary Education. The purpose of the meeting is to describe the workgroups activities. The workgroups will set in motion activities to implement the LARAEC strategies. Some members of workgroups are in the audience and will be presenting. The workgroup will be setting meeting dates from October through December 31, 2016. The Regional Comprehensive Plan originally outlined seven workgroups. Presently, we have changed that to six workgroups. Basic skills Math and English were combined into one workgroup. The Technology workgroup has not been implemented yet – waiting for state to give input and direction. Each workgroup is composed of up to six participants from each district. On average, the three existing workgroups have fifteen participants – the same number of participants is expected for the new workgroups. The ESL, CTE, and Counseling workgroups have done a lot of very good work. For all workgroup participants we ask for a year's commitment and near perfect attendance; they must attend most of the meetings. Workgroup participants must have the ability to travel throughout the LARAEC region – meetings are held at school premises, at one of the five member districts in LARAEC. Workgroup participants must be computer and research fluent.

Workgroup participants must be flexible and adoptable. Participants' duties will include keeping meticulous records of activities, timekeeping, agenda, notes and rationale log (the log keeps a record of why decision are made – and why an element was introduced or removed from a product).

V. Workgroup Presentations: From Deliverables to Statements of Work ESL

Lia Lerner from Burbank: The recommendation for the ESL Assessment Group. The ESL placement battery will consist of two components – oral (listening and speaking). A LARAEC developed assessment is what the workgroup recommends as it would meet five out five of principals of language components for assessment; most students can be placed with high rate of accuracy. Next, the writing assessment has two different prompts – a writing prompt for low levels and reading prompt for higher levels. Some additional elements such as grammar will be embedded; language specialist put all the emphasis communication skills instead of correct grammar. Nevertheless, grammar remains an important component of the assessment. Use of CASAS Test results can be determined by each school district to be incorporated as part of the assessment battery. The ESL promotional assessment battery the workgroup recommends a blended approach where the four language skills are equally important. English language proficiency skills must be included in the instruction. The productive skills are best accessed by using group projects, performance based, portfolios, and others. Standardized testing for reading and writing skills - teacher observation should be considered as a component in the final decision.

Counseling Group

Monica Balbuena: ISP meets the requirements for the community colleges and adult school intake. We will continue to work on counseling Best Practices Manual. We are a little behind on the best practices manual, we will focus on that in 2017. The tool will be used in the beginning of students journey and take them on through job placement.

CTE WORKGROUP

Alma Alvarez, Henry Fimbres, Ana Martinez: Alma, we created 7 pathways. The first, the computer applications pathway allows for students who have math or reading deficiency to take these courses and then take others. After completing keyboarding two, then student can get a job in the clerical field. The objective was to identify six career pathways form careers that are in high demand such as Health information tech and Pharmacy tech. We made sure the selected programs were available in most districts/schools. For example, if a student starts at the East LA Skills Center, they can take courses that can transfer to other districts to help them continue moving forward within the same study program.

Henry: Another pathway selected was Security officer/Trainee pathway. This pathway teaches protective services and security training. The pathway leads to many options. Security is entry-level employment. In order to obtain training, student must take a state test. We agreed that students should meet with a counselor and/or an advisor and instructor to help them become familiar with the standards, and minimum requirements. Once students finish the program, they can get a job or continue their education in a community college or university. Students can take one or two classes and take certification or continue on to community college.

Ana, Radiologic Tech Pathway. As of this year, students are required to have an associate degree to become a radiologic tech. East LA Skills Center has a unique radiologic program; it is the only public school that offers a two-year program in radiologic and ex-ray Technician. The pathways offers students multiple

entries and exit points. Initially students would take courses at East LA, then go on to community college. Then, students can get their associates degree at East LA CC. Trade Tech will also offer a Radiologic Tech Program.

VI. Newly Activated Workgroups Statement of Work

Lanzi: We have a few members of the Point Persons team to speak on behalf of the workgroups that have not been activated yet.

Yvette Fimbres: **ABE Math & ABE English**, originally two workgroups that were combined into one. The workgroup will evaluate Assessment alignment and integration. It will propose at least 3 courses of action on assessment. It will evaluate entry points to the CTE pathways. Additionally, it will support and evaluate pilot programs. The workgroup will create a student focus groups to get in-depth feedback from students. The workgroup has been given until the end of December to provide the Assessment Alignment Report

Yanira Chavez: **ASE**, Adult Secondary Education workgroup has been tasked with identifying promising practices in the field. They will provide at least three recommendations to align curriculum, they will also develop regional assessment crosswalk. They will also monitor the progress of the pilot programs. There are various deadlines the workgroup will have to keep and all deliverables are due on or before June 30, 2017.

VII. Innovation: Pilot Programs

- **Introduction and Context:**

Matthew Oberlander: Spoke about innovation introduced through the pilot programs. LARAEC vision statement tasks the Los Angeles Regional Adult Education Consortium with sustaining, expanding and improving Adult Education through regionally relevant collaborative efforts that are student centered and data driven. AB 104 will improve the effectiveness of Adult Education, It serves to address California adult education and workforce development needs. It provides focus and coherence to the work being done throughout the entire state. LARAEC performed self-study that resulted in the Regional Comprehensive Plan (RCP). It is available online at www.laraec.net. It identified needs and gaps, and proposed overarching strategies to meet the needs of students and addressing gaps in services.

RCP and the Connection to the Pilots: There is lack of access (gap or unmet need) due to geography and limited schedules. A proposed strategy is the development of online distance learning programs. This is one of the pilots that will be carried out to assess the effectiveness of proposed program in addressing the identified need.

Another example: Teachers and students identified a lack of counselors and student supports as a need. The development and implementation of the ISP is intended to close the identified gap to meet the student's needs. The pilot program will assess the effectiveness of the strategy.

We will now hear from representatives from all the member districts who are conducting pilot programs, each presentation will include 4 points

1. Burbank USD - Manuela Mesa: VESL – Medical Terminology and Physiology
A pilot created for students in levels 4, 5, 6 of ESL. This pilot had high enrollment. It was created to prepare students for Medical Careers. Students are provided with basic knowledge in three areas within the medical field. The goal is to help students to successfully complete a Medical Career Programs and get a job. The program lasts 6 weeks, and students meet 2 days a week and 3 hours per session. The program requires 80 percent of student’s attendance. Students use handouts, flashcards and worksheets. It integrates life scenarios so students will know how to apply skills in the workplace. The outcome was very successful. Normally, students expect a certificate of completion. Instead, we created a letter of recommendation for each student that says that the student completed the program successfully.

2. Culver City USD: Elvis Carias EL CIVICS PILOT (LAUSD LAUSD promising practice)
The pilot consists of COAP (Civic Objective and Assessment Plans) – Assessment integration and seamless transitions activities. Example: students complete DMV Accident Form (Each EL CIVIC objective must be approved by the state). The pilot was conducted in the ESL intermediate level conversation class. An ESL teacher monitored the tests. The objective of the pilot is to reduce the number of tests the students take, by replacing the EL Civics assessment for a standardized written assessment used to promote students from one level to the next.

APEX Learning is an online high school software program. Students can move through courses faster. One of the benefits it that a higher level of high school students will be successful at completing all the requirements for high school diploma. APEX has accelerated student learning in Culver City. The APEX lab is open 4 days a week but the students have access to the software seven days a week. Students can take multiple courses. The outcome has been a success: more students complete courses. Students are overseen by an instructor; every course must be mastered by the student in order to be considered completed.

3. Los Angeles CCD: Adrienne Anne Mullen, Co-enrollment Program. Nine colleges participate and every college is in the process of hiring an AEBG dean. All the colleges come together to leverage various programs. The process will brings diverse groups of students together, it will create referral and jobs, and it will create assessments.

4. Los Angeles USD: Mark Kavanagh, the high school equivalency online distance learning is an online course that offers students one on one instruction and teacher counseling. Under the supervision of a teacher, students will create an individualized student plan. Students can take up to three tests in each subject area, and the program will generate a study plan for them. It is recommend that student and teacher interact weekly or every two weeks. This allows teacher and students to review detailed progress report generated by the program. The online program is a flexible alternative for students who face barriers that prevent them from getting an education. Students are able to start the program unhindered by

geography, transportation, and work schedules. It is a way for students to achieve their high school credential. Students in our program can accelerate their learning. The cost to take the equivalency test is \$100 dollars. We are looking for ways to remove fees. Our criteria of success: we are looking to have 50 percent of students pass the test and get a credential. Every student in adult and k-12 there is probably someone at home that lacks this credential.

5. Monica Balbuena, Individualized Student Plan, the ultimate goal is to provide a road map that will take students throughout their academic careers. The ISP will assist counselor throughout the year. It is a path to reach goals, student driven app accessible through smart phone and pc/app. The ISP will allow students to enter their personal information directly into the system. In addition, the ISP will help students and counselors identify barriers that prevent students from taking classes; students can use the up to look for work from their phone or tablet. They can set up appointments with counselor and enroll in programs online. The app will have a chat feature. The app will allow students to view their progress, manage student's program, and exposes students to interest inventory. Once barriers are identified, the app will assist students connect with resources. The counselor will help manage student progress and study preferences. Counselors will be able to connect with students via email. This is helpful given the limited amount of counselors at school. The # of students using app will show how successful the app and program is.

6. Henry Fimbres – Montebello School District, Career Cruising will allow students to identify what career interest they have. It is implemented in the Montebello adult schools (MCAS). Students in the program will learn about career possibilities and education pathways. Users learn about themselves, their interests, skills, preferences and aspirations. They can explore the career opportunities that are right for them. Students will be able to take informed action whether for a career, a job, or college. Students create their own profiles. If students move to another state, the program can provide schools and jobs in that area of the country. The career cruising pilot program will initially be introduced to all students enrolled in our CTE courses, and will later be introduced into all other classes and MCAS campuses. The students will benefit by having access to employment information. Once a student has setup a profile, they can go to the employment section, connected to [indeed.com](https://www.indeed.com), and search for jobs. Career Cruising is a web-based program. It is subscription based.
Question: Does the account follow them? Once they create a profile, they can access it from anywhere in the country.
MCAS career resource center is in the works not ready yet. A career resource center will be established at the Ford Park adult school campus. The center will be accessible to students both day and evening during normal school operating hours. Students will be able to utilize PCs, phones, fax and copy machines for job search purposes. Employers can recruit there. The services offered are desktop

reference systems, access to career cruising, which offers a list of job search engines, sample resumes, cover and reference letters, interview etiquette techniques and mock interviews, links to typing practice tests, list of organizations that provide free or low cost business attire, and local business fairs. pilot programs.

VIII. Public Comment

There was no public comment.

Joseph stark: Thank you.

IX. No action items.

X. The Next Meeting: October 14, 2016 and Closing.

The meeting will be held in Burbank at 3811 West Allen Avenue, zip code 91595. The meeting is at 1:00 p.m. and there is lots of parking.

Meeting adjourns at 2:39 p.m.