Los Angeles Regional Adult Education Consortium
Open Meeting
Montebello Unified School District
Board Room
123 South Montebello Boulevard, Montebello, CA 90640
Friday, May 20, 2016
1:00 p.m. – 3:00 p.m.

MEETING MINUTES

Executive Committee   Emilio Urioste, Burbank USD
Members in attendance: Veronica Montes, Culver City USD
                                             Donna Brashear, Los Angeles USD
                                             Marvin Martinez, Los Angeles CCD
                                             Kathy Brendzal, Montebello USD

I.   Meeting was called to order by Mrs. Brendzal at 1:08 p.m.

II.   Pledge of Allegiance was led by Mrs. Brashear.

III.   Mrs. Brendzal made the following amendments to the agenda:

        A.   Item number IV was changed from "2016-17 Yearly Plan Final Draft" to
              "2016-17 Progress Update of Yearly Plan".

        B.   Item VI – bullet two (Counseling SMEs: Individualized Student
              Plan) was switched with bullet one (ESL SMES: Assessment
              Alignment and Integration).

        C.   Item VI – bullet three (CTE Career Pathways) was deleted.

        Mr. Urioste made a motion to accept the amendments to the agenda and Mr.
        Martinez seconded the motion.

IV.   LARAEC 2016-17 Open Meeting Calendar

        A.   No meetings scheduled in June or July of 2016.

        B.   The next Board meeting is scheduled for August 12, 2016.

        C.   All future Board meetings to be scheduled on the second (2nd) Friday of each
              month. This is a change from scheduling on the third (3rd) Friday of each month.

        D.   Mrs. Montes had requested that the calendar be aligned with the due dates of all
              reports, deliverables, and budget items to ensure a timely decision making process.

V.   2016-17 Progress Update of Yearly Plan

        Mr. Joseph Stark, Los Angeles USD, presented the Progress Update of the Yearly Plan
        on behalf of the LARAEC Point Persons Team.

A. The due date for the plan was extended from July 31, 2016 to August 15, 2016. Plan should be completed by the end of May, except for the data and budget tables, which will be added in July.

B. The implementation of the plan was delayed due to the lack of a resolution on Governance and Funding.

C. Mr. Stark began his presentation by highlighting the following key values or ideas:

1. "LARAEC Educates, Enriches, and Empowers the people of Los Angeles".

2. The Three Year Plan or Regional Comprehensive Plan and the Yearly Plans are "Student Centered".

3. All LARAEC activities are guided by the values implied in the Vision Statement.

D. The Process of Creating the Plan:

1. Yearly Implementation Plans are required in order to focus the consortium's activates.

2. Current year's plan (2016-17) must include a review and evaluation of the activities of the previous year's plan (2015-16).

3. Thus the plan update includes:

a. Amendments to the 2015-16 plan.

b. Proposals for the 2016-17 yearly plan by Regional Comprehensive Plan Elements and Objectives.

c. Proposed Pilot Programs.

4. Input from stakeholders via Workgroups, LARAEC's website, and student and staff surveys.

5. The results of the surveys will be posted on the LARAEC website.

E. 2015-16 Yearly Plan Evaluation

1. The Governance and Allocation Schedule are completed.

2. Remaining objectives are partially complete due to delays caused by the lack of an agreement on Governance and Funding.

F. 2015-16 Plan Activates Amended

1. Amendments are indicated in red in the plan and include:

  a. Items in Objective 3, AEBG Regional Assessment, were removed from 2015-16 and added to 2016-17.

   i. Design a Plan for incremental implementation around common student assessments.

   ii. Create a professional development (PD) plan that supports pilot programs as well as teaching adult learners.

  b. Items in Objective 4, Key Activities Addressing Gaps, were removed from 2015-16 and added to 2016-17.

   i. Evaluate the implement Entry / Reentry into the workforce classes for adults, including older adults.

   ii. Evaluate the implement Tutoring classes for adults, including older adults.

  c. Items in Objective 6, Professional Development Opportunities, were removed from 2015-16 and added to 2016-17.

   i. "Working Collaboratively" PD by OTAN and CalPro.

   ii. LARAEC's First Annual Conference.

  d. Items in Objective 7, Leverage Regional Existing Structures, were removed from 2015-16 and added to 2016-17.

   i. Co-location of WorkSource Centers on LARAEC Campuses.

   ii. Establish an Education Workforce Policy and Advocacy Committee.

G. 2016 – 17 Yearly Plan

 1. All 2015-16 activities will be continued in 2016-17.

 2. New activities on the 2016-17 Plan will only be those that were not started and removed from the 2015-16 plan.

 3. Upon review of the Stakeholders' input, additional changes are possible.

 4. Upon approval, the 2016-17 yearly plan will be posted on the LARAEC website.

 5. The Plan will continue, in year two, with the implementation of the activities begun in year one.

 6. It lines up with the strategies outlined on the Regional Comprehensive Plan.

7. Through the activities of the seven Workgroups and the Pilot Programs, the 2016-17 Plan implements the strategies that have been crafted to address the identified gaps in the region.

8. Guided by the results of the pilots (data based decisions), LARAEC will scale up best practices on Year 3 of implementation.

9. All LARAEC activities are student centered as our vision statement notes: "… Programs will be student centered, data driven and focused on best practices. Students will gain 21st century skills: meet their employment, academic and civic goals…".

H. Comment and Questions from the Board

1. Mrs. Brendzal reiterated that the lateness in getting clear directions and funding from the State had caused many LARAEC's objectives to be transferred from 2015-16 to 2016-17.

2. Mrs. Brashear added that in the beginning, the plan was very ambitious; however, the Board put the breaks on to ensure that the objectives could be properly completed. Funding availability was another issue.

3. Mrs. Montes wanted to make sure that the consortium be very careful in implementing pilot programs. They need to be done right and produce strong data. Don't rush things just to meet data points that might not be useful or serve our purposes.

VI. Workgroups Presentation

A. The speaker for the "Pilot Program Presentation" was delayed. Thus the "Workgroup Presentations" were moved forward.

B. Counseling SME's: Individualized Student Plan was presented by Ms. Jenisha Hasselberger, Los Angeles USD.

1. Workgroup Background and PowerPoint Presentation

a. The workgroup is comprised of nine participants from all member school districts, including the community college.

b. The workgroup started in February and has had four meetings.

c. The primary goal is to provide comprehensive student support, by focusing on creating bridges and pathways to help students overcome barriers to transitioning from K-12 AE into higher education or the workforce.

d. The working goal has been to produce a draft of an Individual Student Plan (ISP), which will provide enough information to ensure that appropriate services or referrals are provided to guide the students on their path of fulfilling their goals.

e. The ultimate goal is to have a web-based ISP that is easily assessable by the students and any counselor within the consortium.

2. A sample ISP was presented to the Board and audience.

    a. Page 1 of the ISP has items such as demographics and personal background data, including diploma status (U.S. or other country), foreign college degrees, additional status measures recorded in the students CASAS or WIOA records, if a first generation college student, if a U.S. veteran, and etc. In addition this page has information about the student's goals (education, career, community involvement or other personal goals), such as obtaining a HS equivalency degree, entering into post secondary education, improving language skills, and etc.

    b. Page 2 of the ISP has assessment information to determine where the student stands now so that the counselor can help guide them. This page includes items, such as the student's current academic skills, student's learning styles, and career interest. This page also included HS diploma requirements, the student's plans after they complete their Adult Education courses (such as what post secondary school they would like to attend and the program name) and etc.

    c. The next step would be to add a page for the student's CTE goals and another for their Post Secondary goals.

3. Comments and Questions from the Board.

    a. Mr. Martinez wanted to know what kind of tools or instruments will be used to help students determine their goals.

    Ms. Hasselberger stated that most of that information would be determined through conversation and asking the students directly about their goals. The group is also looking at the "Career Cruising" software

    b. Mr. Martinez also asked if a student's goal is the same as their major.

    Ms. Hasselberger stated that they might be the same or different. A major is more appropriate to a student's post secondary goals such as a BA or other post secondary degree; but a goal might be something the students can accomplish sooner, such as a vocational/CTE certificate. The workgroup wants to help the students identify their long term and short term goals.

    Mr. Martinez added that if a student starts out in an Adult School and one of their goals is to get an AA or BA Degree, then why not help the student start thinking about a major at the beginning and put them on a pathway? Mr. Martinez stated that it has always been a challenge in the community colleges when students spend years at the college level wasting their time and money taking classes that they might not need while exploring various majors.

Ms. Hasselberger stated that it was a good suggestion and will look at ways of including this on the ISP.

c. Mr. Urioste stated that the ISP needs to be on-line in a writable PDF format. It is essential that this form be in a format that can be shared between school districts, and facilitates communication between counselors. This document needs to be able to follow the students when they go to different Adult Schools and into the Community College.

Secondly, Mr. Urioste wanted to know what was the goal of the ISP. Is the goal to have counselors meet each student on an annual basis or how is this going to be done?

Ms. Hasselberger stated that implementation of the student plan will be specific to each Adult School program and community. However, ideally, counselors will see students at multiple stages in this process, perhaps when they first enter an Adult Education program, and again after the student completes each course to see how well the student did and to review their goals, plans, and next steps. Ms. Hasseberger further stated that discussions will be ongoing as to the best way to implement this process once the document has been created. However, the group agrees that they want the document to be digitized, easily accessible and for everyone to see, especially the student.

d. Mrs. Brashear added that this document is one of LARAEC's greatest goals of the plan (greatest in terms of being what is best for the student and being the most important in terms of transitioning through the school system). Therefore, Mrs. Brashear wanted to know has the group discussed a student's career pathway (educational pathway through the adult school system, community college/university, or through a job) and where does this fit into the ISP form?

Ms. Hasselberger stated that the first page does ask about the student's career goals (obtain employment, CTE training, or go to post secondary education), but added that the workgroup is working on additional pages on the ISP for CTE and post secondary education.

Mrs. Brashear suggested that perhaps this discussion could be had with the student as soon as they enter into an ESL class and provide them with specific courses that they should take in order to accomplish their career goals. So, no matter what level the student begins in, the counselor has given the student a clear and specific pathway, including going to community college and up to the end of their studies. In other words, the Adult Education and Community College counselors need to work closely together to determine what the student's needs are at the very beginning and follow it along during specific intervals.

e. Mr. Urioste, suggested that we look at this form from the student's perspective. Mr. Urioste wanted to know if this form will also be written in Spanish, Armenian, and other languages. This form should be

used to help students start the conversation and it would help if it is in their primary language or the language that they feel most comfortable with. Many foreign speaking students will be very intimidated by this process and we should try to lower that intimidation level.

f. Mr. Urioste also wanted more information about the timeline. Will this form be rolled out in the fall and will it be rolled out systemically across the consortium, or will each school be doing their own thing?

Ms. Hasselberger stated that implementing this form in 2016-17 is a doable and a reasonable goal; but, needs to be discussed with the workgroup.

g. Mrs. Montes had asked if this form was something that the counselor would fill out as they are talking to students or would the student fill it out?

Ms. Hasselberger stated there is actually two parts to the form. The first page the student would complete. As such, there is a "user friendly" and easier to read version of the first page that literacy and ESL students would complete.

h. Mrs. Brasher wanted to make sure that the counselor is having a conversation with the student and assisting the student through the process; and to get away from the practice of just handing out forms for the student to complete.

i. Mrs. Montes said that the student can complete the name, address and background information; but, anything else including goals should be a conversation to truly guide and counsel the student.

Furthermore, Mrs. Montes said that a PDF file or anything that can't be changed or updated won't work. The document needs to be fluid and be able to keep track of changes and modifications, such as a change of address or changing goals. The document should also notate the date of the changes.

Ms. Hasselberger stated that dating changes is a good suggestion but digitizing it in any other form besides a PDF file by the fall might be a challenge.

Mrs. Montes suggested using Google Docs.

j. Mrs. Brendzal reiterated the importance of having dates notated every time there is a change on the form, and that every student have an ISP completed when they take an Adult Education class.

k. Mrs. Brasher cautioned about timelines. The fall seems a little ambitious in terms of producing a quality document; especially in light of the fact that this part of the plan is being scrutinized by School

Boards. This document shouldn't be rushed, but to make sure it is fully vetted to insure it meets the student's and consortium's needs.

C.   ESL Subject Matter Experts' Group

    1.   Workgroup Background and PowerPoint Presentation

        a.   Ms. Cindy Diaz and Mr. Dave Coleman both from Los Angeles USD presented the workgroups "Draft" Year End Summary.

        b.   The workgroup consist of six participants from the K-12 Adult Schools in the consortium. The group has had nine meetings since January and each meeting has lasted around three hours.

        c.   The goals for the workgroup this year includes:

            i.   Recommending a common comprehensive ESL assessment system for all K-12 Adult Education Districts to be considered by LACCD for consolidation.

            ii.   Streamline testing at all points of transition requiring assessment for ESL.

            iii.   Develop a cross-reference (crosswalk) of assessment tools to transfer seamlessly into academic, CTE, and community college courses.

        d.   Research included:

            i.   Second Language Acquisition Theory.

            ii.   Language Assessment Theory & Studies.

            iii.   Types of Assessments.

            iv.   Commercial assessment Vendor Presentation & Interviews.

            v.   LARAEC Member District Assessment Practices.

            vi.   Outside District Assessment Practices.

        All research will be presented to the LARAEC Board at the end of the school year.

        e.   The workgroup presented two charts based upon their research.

            i.   The first chart compared the ESL Placement Process of the four Adult Schools within the consortium and two other Adult Schools and six other Community College Districts.

      ii.   The second chart compared the ESL Promotional / Completion Process of the four Adult Schools within the consortium and one other Adult School and six other Community College Districts.

    f.   From these charts, the workgroup determined the most practical and comprehensive processes that could be used for LARAEC; and they had discussed the process that was used in determining their recommendations, which had included the following:

      i.   Principles of Assessment

      ii.   Considerations

      iii.   How they compared assessment types

2.   Recommendations:

    a.   Placement Recommendations include the following elements:

      i.   Oral Component.

      ii.   Writing Component.

      iii.   Grammar Component.

      iv.   Reading Component.

    b.   Promotional Recommendations included the following elements:

      i.   Four language skills must be assessed.

        (1)   Speaking

        (2)   Writing

        (3)   Listening

        (4)   Reading

      ii.   Minimum cut-off scores needed.

      iii.   Students must pass all components as demonstrated by:

        (1)   Assessment

        (2)   Student Work

    c.   Formative Assessment is needed to assist teachers in testing their own assessments and ensuring students understands what is being taught.

i. Professional Learning Communities will be created to assist in developing these assessments.

ii.. Rubrics will be created to ensure reliability and objectivity.

3. Next Steps

a. Review presentations from commercial assessment vendors.

b. Visit other school districts to learn about their practices.

c. Complete course outlines.

d. Review OCTA standards for ESL.

e. Review new CASAS tests.

4. Comments and Questions from the Board.

a. Mrs. Brendzal wanted to know if there had been any input or collaboration with the community college, yet? Their involvement is very important in this process.

Ms. Jennifer Bedon, LAUSD, and Ms. Adrienne Ann Mullen, LACCD, responded that the community colleges have not joined the workgroup, yet. One reason is that the K-12 Districts want to present one common assessment proposal to LACCD. In addition, LACCD has nine different assessments (one per college campus) and there are many different levels of the vetting process that all changes must go through at LACCD. Also, community colleges are mandated by the State on what type of assessments can be used.

However, meetings between the K-12 workgroup and LACCD will be scheduled just to get the conversation started.

b. Mrs. Montes commented that she is happy that any proposed changes will be relevant for today's student based on research and evidence.

VII. Pilot Program Presentation

A. Ms. Dianna Domingo from LAUSD presented the "Resource Guide" pilot program.

1. The resource guide will be a community resource and referral directory of all of the community services available to LARAEC students. This will be similar to the "Rainbow Directory", which was last published in 2013-14.

2. There is currently a focus group at LAUSD to support their Disability Programs.

a. Directory will include:

     i. Name of organization.

     ii. Organization's website.

     iii. Organization's e-mail address.

     iv. Criteria for students to get resources.

   b. Final Directory will be on the LARAEC website.

B. Timeline

  1. Phase 1 – (4/1/16 – 6/30/16) - Begin Pilot at LAUSD.

  2. Phase 2 – (7/1/16 – 12/31/16) - Send to other members of LARAEC for input.

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  3. Phase 3 – (1/1/17 – 3/31/17) - Put draft on website.

  4. Phase 4 – (4/1/17) - Have Directory up and running on website and printed and available for school districts.

C. Comments and Questions from the Board.

  1. Mr. Martinez wanted to know if the Directory would be in different languages.

    Ms. Domingo said Yes.

  2. Mr. Urioste stated that projects like these can go out of date quickly, so what is the process to keep it up to date?

    Ms. Domingo stated that this will be a living document and will be on the website. In addition, member school district will have access to make changes

  3. Mrs. Brashear wanted to know which workgroup is working on this project.

    Ms. Domingo stated that the Counseling Workgroup is in charge of this project. However, if anyone had any ideas on how to improve it or information to add, please contact Mr. Lanzi Asturias.

  4. Mrs. Brendzal wanted to know if the Employment Development Department (EDD) was included and had any referrals.

    Ms. Domingo said Yes.

  5. Mrs. Brashear had asked how many people are working on this project.

    Ms. Domingo stated that, currently, there are only two people working on this project.

VIII.   Public Comment

A.   Ms. Kelly Tyler, Managing Librarian, came to represent the Los Angeles Public Library system and wanted to know the process of having the Library becoming a Partner of LARAEC.

1.   Ms. Tyler stated that the LA Public Library has 73 locations and has over 1,000 students in their Literacy Program. In addition, the Library offers assessment and community resources, citizenship programs, ESL classes, online high school programs, and hands on coaching and tutoring.

2.   The Library also offers one-on-one counseling for people needing assistance with life, education, and work goals.

B.   Ms. Rita Halasz, from Culver City USD and a member of the LARAEC ESL Workgroup wanted to respond to Mr. Urioste's and Mr. Martinez's questions and add some additional information regarding other tools available that could be used to help students discover their goals.

Ms. Halasz recommended a program called the "Discover Program", in which students spend three to five hours answering questions. The program will then create a personality profile based on the student's abilities and interest and match them up with different fields of work.

Furthermore, Ms. Halasz recommended that students, on a volunteer basis, take this test before they even consider a field of study to major in.

IX.   Action Items: None

X.   Closing

i.   Mrs. Montes had recognized Mrs. Brashear's and the Board had given a Proclamation to Mrs. Brashear for her dedication and commitment to Adult Education and for being an integral part of the success of moving K-12 Adult Education in a collaborative path forward. In addition, Mrs. Montes had wished Mrs. Brashear luck on her retirement at the end of the school year.

ii.   The Board Meeting was adjourned at 2:46 p.m.