

Los Angeles Regional Adult Education Consortium (LARAEC)

Open Meeting

February 10, 2017, 1:00-3:00 p.m.

I. Opening

- Meeting called to order by Lanzi Asturias at 1:16 p.m.

II. Pledge of Allegiance

III. Approval of Minutes for Open Meeting on October 14, 2016

▬ Mr. Urioste: Moved to approve October 14, 2016 minutes

▬ Mr. Stark: Seconded

▬ Vote: Unanimous

IV. Workgroup Reports and Deliverables

FIRST PRESENTATION:

- ESL Subject Matter Experts Work Group: Cindy Diaz and Marianne Noss
 - Three goals
 - ✦ Alignment and Articulation of course outlines
 - ✦ Approaches for Contextualized Acceleration (modular classes that speed up the rate of learning)
 - Singing and speaking
 - Reading and writing
 - ✦ Articulated Student Needs (based on focus group findings)
 - All four USDs worked on all six levels of ESL.
 - ✦ Levels 4-6, potentially level 3: vocational and career tech; VESL
 - ✦ Academic track after the foundation is achieved. Figure out what the students need through their EISP
 - ✦ Get them on the college track

- **37 students participating in the focus group studies**
 - ✦ They liked the modular classes
 - ✦ Levels 1-3 at the traditional level of learning.
 - ✦ Upper level students go modular.
 - ✦ A lot of parents go to school to help their students with homework so we want to try to help them with that.
 - ✦ 22% of the participants want to get a high school diploma. 66% wanted to be in class at least 5 months. Students like the combo of traditional and modular. 29% wanted educational videos to take home. 41% wanted to use ESL to help or maintain their current job. They are forced by their managers to keep learning English for customer service or other communication skills they need.
 - **Dependent upon which area was served, we got different answers. Those are the combined answers for everybody.**
 - ✦ Culver city preferred longer class times. They had different needs. Burbank schools wanted to get through classes quickly and only 41% were there for jobs, a lot were there for a variety of reasons.
 - ✦ Many of the students thought getting to the next level would take anywhere from 6 months to a year and a half. This is what the students thought themselves. We as teachers know what actually happens in the classroom, so they may not have the confidence that they can complete a class sooner. We all thought we needed to shift the way that we approach ESL in that we need to stress the goals and enable and empower our students to achieve their goals more quickly.
 - ✦ Wanted to streamline their learning curve so they could move from one level to another and reach their final goal.
 - ✦ Remaining work tasks:
 - Launch pilots of aligned curriculum (program results by June 30, 2017)
 - Support and evaluate pilots of modular courses (summary and recommendations as pilots complete)
 - Develop a PD plan for course outline phased-in implementation (by March 31, 2017)
 - Currently being piloted on USD campuses.
- ▶ **Board Feedback for ESL SME Work Group**

- ◉ **Mr. Stark:** Congratulations on all the work being done here. There are two tracks: a CTE vocational track and an academic track. Both tracks could potentially lead to post-secondary education. To what degree are the college career readiness standards embedded in both tracks so that students wouldn't choose one at the expense of something else?
- ◉ **Presenter:** We haven't thought about it in those terms. We think our course outlines are such that it is not a disadvantage to choose either one, but it is something to consider.
- ◉ **Dr. Miller:** Which LACCD colleges do the faculty represent, do you know?
- ◉ **Presenter:** Culver City is currently working with West LA college to align ESL curriculum.
- ◉ **Dr. Miller:** So we need to get both of those colleges plugged into this sooner rather than later.
- ◉ **Presenter:** It's difficult because there's been one member, two members, so it depends a lot on individual schedules.
- ◉ **Dr. Miller:** We'll follow up on that. Thank you.

SECOND PRESENTATION:

- LARAEC Mid-year Report
 - ◉ Conduct Student Focus Group
 - ◆ Progress:
 - Difficulty with connection to long-range plan, face to face Schoology tutorial.
 - Schoology: Learning management platform. Sharing information, focus groups on the tutorial. Some members struggled with this.
 - ◆ Primary reasons for attending adult school is vocational and continued academics:
 - Across the board, wanted a beginning level reading class.
 - More small group teacher-directed courses in English and math.
 - Work more closely to provide ESL students with support in terms of applying to college.
 - Focus on vocational ABE reading and math curriculum.
 - ◉ Evaluate current assessments

- ◆ **Develop regional assessments crosswalk**
 - Need more time.
 - Need more specifications regarding regional assessment.
- ◆ **Evaluate need for curriculum alignment**
- ◆ **Evaluate feasibility of ABE level 1 literacy**
 - Student placement was inconsistent, need a clear distinction between ABE students to assure proper placement
 - Chose not to make recommendations because they wanted more summaries and data. Working very closely with CTE programs moving forward.

- **Board Feedback on LARAEC Mid-year Report**
 - **Ms. Brendzal:** No one is an expert from the ABE group to report?
 - **Presenter:** No, the ABE group was not available today. The team put together the slideshow.
 - **Mr. Stark:** Just a general comment, which will apply to many of the other workgroups, there's a lot that's changed since these workgroups began, specifically with the assessments. The state has mandated a common assessment, CASAS, so I would like the groups to look at how the other assessments line up with CASAS, because that is an assessment which will be used across the five districts.
 - **Ms. Brendzal:** The Montebello people felt like this group worked well together.
 - **Dr. Miller:** What is the intent of all of this?
 - **Presenter:** To create common curricula/articulate a common curriculum with choices or to evaluate the need for it. AB104 indicates that we should align across districts.
 - **Dr. Miller:** Our faculty need to be actively engaged in this conversation.

THIRD PRESENTATION:

- **ASE Work Group Presentation**
 - Math requirement for LAUSD was very different and should be brought into alignment.
 - Tasked with looking into Vocational ASE courses and we are excited about this. We want to work with CTE to develop these kinds of courses.

- ◉ One of the things that emerged from the conversation was the whole idea of a good diagnostic for the test. Was told that it was a bad idea to have different vendors in the same room. None of us were happy with the current vendor.
- ◉ In terms of dual enrollment, LAUSD has many far flung schools. One school has a practice where they enroll students in upper level ABE and ASE at the same time which is promising and we want more of that. The other dual enrollment happening in a localized way is lots of schools within our district and other agencies that have students enrolled in a community college in addition to a K12. K12 adult students should be treated the same way as K12 intermediary students. We would love the idea of articulating with community colleges; to get together when students finish certain math and English classes that are well defined that they could place right into a credit class. The research on this is unambiguous; we all want this. Expository reading and writing class was suggested. This class allows high school students to pass into a CSUN class but we don't have that for community college (yet).
- ◉ We want to move toward multiple assessments - CASAS, TABE, writing sample, etc.
- ◉ Developed a comparison chart of online products being used. All of them are in the early stages. The group felt happy in general and really recommended that more of this be done and in many different ways.
- ◉ What jumped out in our focus groups:
 - ✦ Desire for more program flexibility (Saturdays, online options, extended learning opportunities)
 - ✦ Program enhancement (childcare options, clearer communication of student pathways, more advertising, more support in bridging to the ASE program)
 - ✦ More: computers and technology, teachers, parking, counsellors.
- ▶ **Board Feedback on ASE Work Group Presentation**
 - ◉ **Mr. Stark:** Dual enrollment is a best practice. Historic partnership with the community college. . . is quite successful. Expanding those opportunities past K12 is very beneficial. And helps us understand if there are skill deficits we need to beef up on our end. Very good job, thank you.
 - ◉ **Dr. Miller:** Yes, very good job. We are trying to beef up our education across the 9 community colleges so this is very encouraging. If there are specific things let us know we would like to connect the dots. Are any of the other agencies set up to grant non-credit credit?

- ◉ **Presenter**: We have adult independent study but in terms of distance learning (which is currently only for high school diploma), in practice it has been somewhat blended in that typically students will do some or all of their work with a teacher nearby. In the high school there is a once a week mandated face to face.
- ◉ **Mr. Urioste**: Like Culver city, Burbank uses APEX for their high school program successfully for years. In terms of Saturday classes, we started offering high school diploma classes on Saturdays, so if you know anyone who needs this we are providing classes Saturday 9-1. We offer math and English assistance; we don't call it tutoring, twice a month on Saturdays in addition to a counsellor. This is based on our interaction with students who were struggling to come to weekday and week evening classes.
- ◉ **Dr. Miller**: Multiple measures slide was encouraging because that's the way we're going.
- ◉ **Ms. Brendzal**: We also have a complete online program; we are getting our feet in that and even though it's partially completed at school usually that is where we're going.
- ◉ **Mr. Urioste**: We should all jump on that ASAP because people want choices in life. Online learning allows people to make those choices and to have that flexibility. If we lag behind they will go where they can get those opportunities and choices elsewhere.

FOURTH PRESENTATION:

- **CTE SME Mid-year Report: by Lorena Zorrilla and Richard Iadavaia**
 - ◉ **Richard**: Wanted to introduce himself. He teaches electrical construction and maintenance classes, hand tools and wiring, careers class for people who are entering the energy and utility fields. Teach privately for electricians to get their state certification
 - ◉ **Lorena**: teaches child development and coaches students academically to place them in higher learning.
 - ◉ **Challenges so far**
 - ✦ Hard to articulate the courses because requirements were so different across districts and courses. Need to align course sequences with reading, math, etc. Unclear what pre-requisites are.
 - ✦ Inconsistent attendance and participation by the members (only 7 or 8 people)

- **Progress**
 - ✦ **Working on the focus group. Trying to figure out which course outlines to focus on. Working on the report. Still working on the articulations.**
 - ✦ **Have over 20 pathways that we are working on. Info is helpful because we need to start looking at things differently.**

- **Board Feedback on CTE SME Mid-year Report**
 - **Mr. Stark: One of the challenges regionally is this idea of doing a better job of including business and industry representation and what that looks like and also in terms of who are those folks and not having ten different folks approach them to be on ten different committees but to try to condense those groups. Has there been some discussion around that in terms of the CTE group?**
 - **Mr. Asturias: That was not assigned to the work group but the point person is reaching out to have joint employer advisory meetings to take advantage of what they are doing on a regular basis.**

FIFTH PRESENTATION:

- **LARAEC Counseling Workgroup Mid-year Report: by Melissa McCarthy**
 - **Developed a paper version of the individual student plan (ISP). This has evolved into the Professional development for the implementation on the electronic individual student plan (e-ISP)**
 - ✦ **Communication plan for roll out of (e-ISP) - an electronic tutorial. An initial pilot rollout period. Six schools will be piloting it initially and we will provide professional development to staff and students. The use of the e-ISP will be voluntary for students. In Spring 2018 all students would be involved hopefully.**
 - **Resource directory - the goal being to provide access to support services in our local community. The final deliverable is the resource directory.**
 - **Try to deal with students holistically. Besides the tools we are demanded to utilize, the interview is an important part of getting to know your students and developing a relationship.**
 - **Resource directory focused on local students. A lot of the resources out there are non-functional or not providing top-quality service. These particular resources that are provided by us are vetted at the local source and the information will be current and up to date.**

- ◉ **We want counsellors to envision their ideal department. We will be conducting our focus groups and will be able to provide data the next time we present. Developing the master guide - a collection of best practices involving the student needs and overcoming any barriers. We will be plugging in the pieces to the master format that we have created.**

- ▶ **Board Feedback on LARAEC Counseling Workgroup Mid-year Report**
 - ◉ **Ms. Montes: Coming from a district that is one counselor, this is so valuable. Counselor getting information around helps with isolation so thank you on behalf of the city.**
 - ◉ **Mr. Stark: Excited about the e-ISP. From the K12 side this is the next evolution of the grad plan. As I would envision it, this would be a piece that hopefully would be a warm handoff to the community. If the resource directories we have are not useful in that way to the college, how can we make it more useful?**
 - ◉ **Ms. McCarthy: CTE students have their own needs and we are happy to discuss this with our colleges.**
 - ◉ **Audience Member: When we looked at partnering with the workgroup we looked at assessment, orientation and counseling. The counsellors have to put everything in online in order for it to be valid, so counsellors would have to do it twice. The aligning means aligning processes. This informs our counseling.**
 - ◉ **Dr. Miller: We need to look at the legislation for a more transparent or coordinated or seamless or transportable system. So I think we can work and should work on that. I am beyond impressed about the amount of work that these groups are presenting. We're all doing the same thing so we really need to connect.**
 - ◉ **Ms. McCarthy: Community College reps have been very involved. We're aligning what we're doing with our college outreach people so that the students are taking care of all of these pieces as far in advance as possible.**
 - ◉ **Ms. Brendza: When we started three years ago, and we had to counsel everyone, that was a great opportunity. We've always wanted the opportunity but funding made it difficult. We're excited to counsel each and every one of our students. And I know we'll come together. Happy about the direction.**

V. Inter-District Training: CALPRO and OTAN - Report

Mr. Asturias: We are hoping for reports in March and April

VI. Open Meeting Date and Location Changes

Have increased the number of meetings for the next school year:

LARAEC Open Meetings Dates

SY 2017-2018

September 8, 2017

November 3, 2017

February 9, 2018

May 13, 2018 - Saturday because it coincides with the LARAEC Conference

VII. LARAEC's First Annual Conference Ad Hoc Committee - Update

May 13th, 2017 (in the morning) and the first open meeting will take place on the same day in the afternoon from 2-4:00 p.m.

VIII. Quarterly Expense and Progress Reports due January 31, 2017

All reports have been completed and turned in. Once the state receives that information it will be available for everyone to see on the state website.

Mr. Stark: Just wanted to thank Lanzi Asturias for working so hard.

IX. Public Comments

No public comments.

X. Action Items

None.

XI. Next Meeting: May 13, 2017

Mr. Asturias moved to adjourn the meeting at 2:35 p.m.