1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

IR114 & IR115 – The California RICA (Reading Instruction Competency Assessment) Preparation and RICA Rescue activities are two valuable support systems available to many students in the CCOE. It supports an ongoing passing rate on a “high stakes” required CA State examination for all Multiple Subjects and Reading/Education Specialist credentialist students. The RICA Support program operates two semesters a year to meet year round program requirements to support student success. The RICA Preparation and RICA Rescue programs purpose are to: 1) tutor students in “Test Taking Strategies” workshops specific to the RICA content/domains; 2) tutor students in RICA teaching strategies; and 3) provide RICA videos and study materials to borrow including 30 copies of Robert Ruddell’s Teaching Children to Read and Write, and 10 copies of How to study for the RICA by Zarillo.

For the Reading Clinic, money is allocated to pay two student assistants to support the Director. The Reading Clinic is an important opportunity for students in the MA in Curriculum and Instruction Option in Reading. During their program, students serve as tutors to children from the community who need reading support.

In addition, in order to maintain a professional library of resources, many children, young adult and supplemental books will be purchased as well as kits to support children’s learning comprehension skills, fluency skills, and phonics skills to be used in the tutoring center.

IR134 – Engagement: C. Lamar Mayer Learning Center serves 200-250 families from the nearby Los Angeles communities. The Center provides enrichment classes to children with and without disabilities in grades Preschool- 12. During the 2017-2018 academic year, the Center continued to extend its services to families of children who are 3 and 4 years old, thus increasing student enrollment by 40 Pre-K children. The students are...
recruited from the nearby 20+ local schools with which the Learning Center has an ongoing communication regarding registration each semester.

**Welcoming and Inclusive Campus:** Close to 99% of children attending the Learning Center are English Language Learners. Nearly one fifth of student population has disabilities. The Center provides scholarships to 95% of children attending classes. Fifty per cent of students attend tuition-free.

**Service and Public Good:** Every semester 20-36 special education K-12 and 11-18 teacher candidates take the directed teaching practicum course and work in 16-22 inclusive classrooms of the Center. There they collaborate with students from other specialties (Communication Disorders, Multiple and Single Subject credential programs, TESOL, Educational Technology, Child Development) creating meaningful and supportive context for learning for all children. The Center also provides a variety of classes for children’s families. These include parenting classes, computer literacy classes, and ELL classes. The variety of classes offered for parents increased in the past 3 years, from 2 parenting classes offered in English and Spanish to five different classes, during which time beginning and intermediate ELL classes and computer literacy classes were added to the Center’s services.

The IRA funds were spent on hiring 8 classroom assistants who were working closely with teacher candidates supporting students with exceptional needs. The funds were also spent on purchase of classroom supplies, books, and educational kits that are used to create a literacy rich environment within the Center’s classrooms.

IR415 - Resources support student success, particularly for CCOE students who take various skill-based courses and are heavily reliant on the college to supply materials (e.g., assessment test kits). These assessments are updated periodically, requiring the purchase of new editions. Purchase of additional test kits further the objectives of courses and students’ training overall by providing them with access to up-to-date and relevant training materials.

IR416 - The Mental and Behavioral Health Conference is a conference hosted by the Division of Special Education and Counseling, and it is to serve students and community stakeholders in the field of special education, counseling, rehabilitative service, and other mental health professions. This year we also had several faculty and student presenters from other colleges outside of Charter College of Education.

The conference aligns well with Cal State LA strategic plan, particularly in the area of Engagement, Service and Public Good, Welcoming and Inclusive Campus, and Academic Distinction. Many students, alumni, and faculty participated at the conference as both attendees and presenters. The conference was also advertised to professional organizations to capture a wide variety of audience interested in the field. Additionally, we kept the cost of the conference fees at a minimal so it is affordable for students, families, professionals, and community partners.

2. **Provide key performance metrics to measure and sustain success.**

IR114 & IR115 - Approximately 250-300 Multiple Subject and education Specialist Credential students from two CCOE divisions will take the RICA in 2017-2018. RICA domains are directly addressed in the following courses: EDEL 4150 (Curriculum and Teaching of Reading/Language Arts), EDEL 4160 (Curriculum and Teaching of Writing/Language Arts), EDEL 4050 (Language Development in the Elementary Classroom), EDSP 4500 (Teaching Students with Mild to Severe Disabilities) and EDSP 5520 (Teaching Students with Reading and Writing Disabilities). While most students are English Language Learners and take some classes in how to teach reading, the RICA Seminars and RICA Rescue offer students additional learning opportunities and additional support for passing this important exam. In addition, RICA practice tests administered to students who attend
and are scored during RICA Prep session are checked for and monitored for their understanding and knowledge prior to taking the exam to increase success.

The resources provide students with needed resources and tools and saves them out of pocket expenses to purchase these on their own. These resources also support learning for the children that our MA students tutor in the Reading Clinic.

IR134 - Key evidence of success is two-fold: a) during 2017-2018 academic year 56 special education K-12 and over 20 special education Pre-K teacher candidates successfully completed their early directed teaching practicum. Their success was measured by their supervisors’ weekly evaluations and the candidates’ ongoing self-reflections on self-growth. Additionally, parent participants of the Center report high satisfaction with the quality of instruction that their children and parents themselves receive at the Center. Children’s success is measured through formative assessment that teacher candidates perform weekly. The evidence for children success can be found in evaluation of their writing skills that is performed by teacher candidates; b) the majority of families enrolled at the Center renew their enrollment on a semester- and yearly basis. Nearly 80% of families served by the Center are returning families, which points to the high satisfaction rates with the Center’s services.

IR415 - Success is defined by a greater number of test kits in the college inventory. This reduces the amount of wait time for students to rent these test kits. Previously, students had difficulty completing assignments due to the limited availability of updated test kits. Key metrics to measure and sustain success include: evaluation of courses that use the inventory the most, and average grades for students in the course that uses the inventory the most.

IR416 – The conference was well received by the 466 registered attendees, including students, parents, teachers, mental health professionals, related service providers, and other professionals. This 200 more participants than last year. Of the 466 attendees, 264 completed the conference evaluation survey (57% response rate). On a scale of 1-5 (1= Excellent to 4= Unsatisfactory), the attendees rated the conference on an average of 1.53 in regards to the conference’s overall quality of the presentations, keynote speakers, organization, and value. Attendees were highly positive about the conference and expressed willingness to attend the conference again next year.

Additionally, we were also able to have vendors at the conference this year, which is new addition to the conference from last year.

Lastly, faculty from the Division of Special Education and Counseling has committed their time, energy, and expertise to support this conference from planning, recruiting, organizing, and presenting at the conference. The planning committee has already reserved the Golden Eagle at the end of Spring Semester 2018, and started planning for the 3rd Annual Mental and Behavioral Health conference. Two of the student organizations (Rehabilitation Counseling Association, School Based Family Counseling Association) are also very committed to help with planning and execution of the conference.

3. Describe program outcomes and results. Identify challenges encountered.

IR114 & IR115 – Currently, about 35-40 students from various courses (see list above) have been tutored. Some students were also provided with additional one-on-one tutoring if necessary. About 100 students have borrowed RICA designed resources/videos to support their passing the RICA exam each semester and some RICA workshop sessions were held.

Moreover, several positive student comments have been sent/emailed about passing the exam to the RICA instructor/Director as a result of this support. A record is kept for all workshops attended, resources borrowed and students tutored in the Literacy Lab.
RICA information was also publicized to faculty each semester about RICA resources and materials offered to encourage more students to take part within the CCOE. New flyers will be distributed this fall to faculty and also announced in classes of these supports. The most current RICA pass rates are consistent with previous years.

The biggest challenge is motivating credential students to use the available resources. We promote the Literacy Resource Lab in all credential classes.

The Reading Clinic program results/outcomes are successful in helping children in East Los Angeles and South Central to become better readers. Making the Reading Clinic a requirement within the MA program ensures that these students receive monitored practice in reading instruction as they develop their skills.

IR134 – **Program outcomes and results:** over 76 Pre-K-12 special education teacher candidates successfully completed their first clinical teaching experience in 2017-2018. Additionally, up to 15 candidates in TESOL, Educational Technology, and Counseling received hands-on experiences through internships in working with parents. Nearly 250 children attending Learning Center classes improved their literacy, language and social skills. Nearly 75 parents improved their parenting, English and computer literacy skills. The Learning Center activities resulted in collaboration of faculty across Divisions within CCOE and across campus.

**Challenges:** Funding presents an ongoing challenge due to the increasing numbers of student enrollment, and especially the growing number of students with disabilities, and diverse children’s and families’ needs. It is critical to have at least one classroom assistant per classroom. With additional funding, the Center hires a consistent number of classroom aides. These assistants are recruited from the specializations that can be better matched to students’ needs. Special consultants (e.g., Autism consultant, behavior consultants) can be hired to provide teacher candidates with ongoing support. In addition, more supplies, including software and computers could be purchased for children’s use and for ensuring that the teacher candidates receive the most current training in using cutting-edge teaching tools.

IR415 - The student assistant in charge of monitoring the assessment inventory found that students enrolled in COUN 5310, 5320, and 5340 used the new resources the most. The average grade for COUN 5310 during Fall 2017 was 92.1%. No notable challenges were encountered.

IR416 – The conference was well received by students and our community as indicated by their evaluations. Every year, we have designated themes that aim to include students and community providers from diverse backgrounds. Most of our presenters are from our college and community stakers that we collaborate with. We are hoping to promote the event earlier, so other colleges on campus can plan to attend the conference.