



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-2020

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: Academic Affairs

Dept ID: 201410, 201420

Department: Charter College of Education
IR415, IR416

Fund Code: IR115, IR134,

Prepared By: Rosa Cessna & Faculty

Program Code: [REDACTED]

Budget: \$ 34,441.00 Expenditure: \$ 26,439.25

Project ID: [REDACTED]

Please use evidence-based data including year-end financial reports and historical data for comparison.

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.

IR115 - This project was directly aligned with student success. The goal of the project is to support the on-going project to improve a high passing rate on California's Reading Instruction Competency Assessment (RICA), a required state examination for all Multiple Subject and Education Specialist credential students. RICA Rescue provides additional support to many students who are English language learners in passing the RICA. Due to the moving of all materials and restructuring of the Cal State Literacy Lab where the RICA Rescue materials were stored RICA services were suspended temporarily. In addition, the Cal State Literacy Resource Lab has been successful providing a variety of books, teaching materials, and resources for students to borrow for free in the M.A. Option in Education programs, Multiple Subject, Single Subject, and other pre-service teacher credential courses across with CCOE.

IR134 - **Engagement:** C. Lamar Mayer Learning Center serves 200-250 families from the nearby Los Angeles communities. The Center provides remedial and enrichment classes to children with and without disabilities in grades Preschool- 12. During the 2019-2020 academic year, the Center continued to offer its services to families of preschool children and students in K-12 grades. Pre-K-12th grade students are recruited from over 20 local schools with which the Learning Center has an ongoing communication regarding registration each semester.

Service and Public Good: During the academic year of 2019-2020 51 K-12 special education credential candidates and 16 early childhood special education credential candidates completed their early directed teaching practicum at the C. Lamar Mayer Learning Center. The Center operated 16-20 inclusive Pre-K - 12th grade classrooms. Special Education credential candidates collaborated with students/credential candidates from other specialties (Communication Disorders, Multiple and Single Subject credential programs, TESOL, Rehabilitation, ULRN, Child Development, Educational Technology) creating meaningful and supportive context for learning for all children and families, while providing hands-on authentic practicum opportunities for the COOE and Cal State LA students. The Center also provided a variety of classes for children's families.

These included *parenting classes* in English and Spanish, and ELL classes of 2-3 levels of proficiency. 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, intermediate, and advanced ELL classes were added to the Center's services. The center also offered a semester (fall 2019) of computer literacy classes to parent, with graduate students from Educational Technology MA program leading the instruction. Another improvement of services in the Learning Center was the collaboration with the MA in Reading program, which allowed close to 15 general educators to practice teaching reading in inclusive classrooms.

Welcoming and Inclusive Campus: Close to 99% of children attending the Learning Center are English Language Learners. This demographics is consistent throughout the years of the Center operation. Seventeen percent of student population in 2019-2020 had disabilities. The Center provides scholarships to 95% of children attending classes. Over 50% students attend tuition-free.

The IRA funds were spent on hiring **22** Cal State LA students as classroom assistants. The students came from CCOE's programs primarily, but a few came from other programs. The Center worked with the Center for Service and Public Good to advertise and recruit assistants. The hired assistants worked closely with teacher candidates supporting students with exceptional needs. The total of \$11,413 was paid in student assistant pay. The funds were also spent to pay the Autism/Behavior Consultant (\$1,200) for working with teacher candidates and training them to effectively employ behavior management strategies. The IRA funding also allowed the Center to purchase classroom supplies, first aid supplies, books, and educational kits that are used to create a literacy and learning rich environment within the Center's Pre-K - 12th grade classrooms (\$1,200.22)

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 and test protocols). 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 - Due to COVID-19 Pandemic, the conference was cancelled and the funds were returned to central Academic Affairs.

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

IR115 - Many students and faculty for fall semester were directly served from the Literacy Resource Lab by for different reasons. Further, feedback and other anecdotal evidence from many students and faculty mentioned that access to a variety of free resources from the Literacy Lab were helpful in their lesson planning, field work, course assignments including use of these materials and resources with students in their own K-12 classrooms, etc. Unfortunately, spring semester, due to COVID-19 the Literacy Resource Lab was closed.

IR134 - Key evidence of success is three-fold:

- a) during 2019-2020 academic year 51 special education K-12 and 16 special education Pre-K teacher candidates successfully completed their early directed teaching practicum. That totals to 67 teacher candidates receiving rigorous training at the learning center. Their success was measured by their supervisors' weekly evaluations and the candidates' ongoing self-reflections on self-growth. All credential candidates were successful in passing the course and obtained the fieldwork hours required by the Commission on Teacher Credentialing. 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 the ongoing evaluation of their writing skills that is performed by teacher candidates and in the culmination products displayed by the classrooms at the end of the semester;

- b) the majority of families enrolled at the Center renew their enrollment on a semester- and yearly basis. Over 80% of families served by the Center are returning families, which points to the high satisfaction rates with the Center's services.
- c) During 2019-2020 academic year, close to 15 general education teachers (holding multiple subject credentials) and pursuing their MA in Reading collaborated with special education teacher candidates at the learning center. They completed their requirements and had very positive reflections on their practice.

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.

IR416 - Due to COVID-19 Pandemic, the conference was cancelled and the funds were returned to central Academic Affairs.

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

IR115 - The Reading and Writing Clinic was closed to be refurbished in King Hall according to the Division strategic plan. The completion of the clinic was anticipated for spring 2020 however, in mid-March 2020 due to the COVID-19 pandemic all classes at the university went to alternate remote learning. Arrangements were made for the Reading clinic director and tutors to collaborate with the Lamar Learning Center Fall 2019- Spring 2020. As a result, all budget expenditures occurred on hiring student assistants with the on-going purpose to remove and store all materials in the Lab and Clinic's in preparation for the new space configuration. Student assistants were hired throughout this duration to sort, box and move materials, etc. The RICA Rescue, Literacy Resource Lab, and Reading and Writing clinic continue to be in a state of flux and transition regarding the new physical space to align with the CCOE/C&I Division strategic plan.

IR134 - **Program outcomes and results:** Sixty-seven Pre-K-12 special education teacher candidates successfully completed their first clinical teaching experience in 2019-2020. They added a collaborative teaching experience in a setting that was different from their existing teaching experiences. Fifteen Multiple Subject credential candidates/MA students from the Reading program collaborated and co-taught at the C. Lamar Mayer Center in fall and spring of 2019-2020 academic year. Up to 15 candidates in TESOL and Counseling received hands-on experiences through internships in working with parents and families. Nearly 250 children attending Learning Center classes improved their literacy, language, and social skills. Close to parents improved their parenting and English and computer literacy skills. The Learning Center activities resulted in collaboration of faculty across Divisions within CCOE and across campus.

Challenges:

- a) 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. Special consultants (e.g., Autism consultant, behavior assistants) could be hired to provide teacher candidates with ongoing support. In addition, more supplies 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.
- b) Computer/printer access: In summer 2018, the Learning Center computers that were donated to the Center a few years ago became completely outdated and could no longer support the changes in the

campus-wide software updates. We were fortunate to collaborate the university ITS (with Russell Wong's and Dave Young's assistance) and were able to switch the outdated computers to less aged ones that would be fine for the next 3 years or so. Eventually, we would like to update the computers available to the Center.

c) Space: It is challenging to operate 15-22 classrooms without an office designated to the Center.

IR415 - The student assistants in charge of monitoring the assessment inventory found that students enrolled in COUN 5310 and COUN 5311 used the new resources the most. No notable challenges were encountered.

IR416 - Due to COVID-19 Pandemic, the conference was cancelled and the funds were returned to central Academic Affairs.