Los Angeles Community College District
Submitted by Martha Clayton
Team members: Martha Clayton, ESL/ESL & Civics/VESL Instructor and Carmen Delgado,
Technology & Computer Instructor
Administrator:

Los Angeles Community College District represents nine (9) colleges across the Los Angeles Area. For our participation in DLAC, we focused our efforts on the needs of the learner population at Los Angeles City College (LACC). For DLAC Y1 (2018-2019) the student population included 6844 Non-credit/Adult Education (NC/AdultEd) students. 89.77% of this student group were English Language Learners. 45.47% of these students entered the NC/AdultEd program having earned less than a High School Diploma or equivalent. This population represents speakers of 26 primary languages other than English.

For DLAC Y2 (2019-2020) the student population included 6462 registered Non-credit/Adult Education (NC/AdultEd) students. 75.67% of this student group were English Language Learners. 42.06% of these students entered the NC/AdultEd program having earned less than a High School Diploma. Additionally, this population represents speakers of 25 primary languages other than English.

Leading our DLAC team is Martha Clayton, ESL/ESL & Civics/VESL instructor and Digital Literacy Coordinator and Carmen Delgado Technology Instructor and Computer Instruction Team Leader. Our LACC team also includes Justin Gorance, EL Civics Coordinator, Nelines Colon-Paladini, WIOA Coordinator, Veda Hill, Curriculum Coordinator, Kimberly Guppy, Strong Workforce Coordinator, Angelica Ramirez, Dean of Academic Affairs, Noncredit, Adult Education, Basic Skills, and Dr. Imelda Perez, Assistant Dean of Academic Affairs, Adult Education. When we began DLAC, our primary project was to streamline the learner onboarding process to increase exposure and access to technology, which we refer to internally as SIS Workshops (TDLP Goal 2).We expanded our work to include Digital EL Civics (TDLP Goal 1) which focuses on creating EL Civics learning and assessment modules for distance/web-enhanced delivery through Canvas LMS. We identified these goals as being complementary and also vital for increasing student Digital Literacy and Technology Competencies, both of which are essential components of the ELP Standards for Adult Education and the CCR Standards for Adult Education. The interconnectedness of these goals and the importance of developing them simultaneously became apparent as we progressed through the IDEAL Consortium courses. During DL 101, we practiced methods for evaluating our ideas and established a framework for accomplishment. Through this evaluation we identified areas for improvement and tools to facilitate effective design. For DL 102 we developed internal tools for assessing the resources. The creation of an implementation plan and the development of a digital resources rubric played an important role in our project's success. Because of these we were able to create effective solutions for increasing learner access to and engagement with the technology tools that are available to them through the college.

During the development of Digital EL Civics, we studied our projected outcome through the lens of the stakeholder identified needs. This allowed us to recognize strengths and areas for improvement. The DLAC team was able to support instructors and students through the implementation of a concurrent instruction model that paired ESL instructors with Computer and Technology instructors. This collaboration increased effectiveness of both courses because scaffolding was consistent and complementary. Evidence that this strategy was successful can be found in the data compiled from the Digital El Civics pilot.

During the Fall 2019 semester, four instructors integrated Digital EL Civics materials and assessments into their syllabus and coursework. In the class identified as Pilot ID 20310, 49 learners were enrolled in the Canvas course for COAAP 46.6 with 26 (53%) learners having engaged with the Digital EL Civics materials. Of this 53%, 20 learners had a pass rate of 100%. For COAAP 37, 38 learners were enrolled in Canvas with 21 (55.2%) participating. Of this 55%, 12 learners had a pass rate of 100%.

For Pilot ID 20312, 48 learners were enrolled in COAAP 46.6 with 33 (68.7%) participating. For COAAP 37, the same class enrolled 47 learners in the Canvas course with a participation from 33 (70%). During both EL Civics assessments, only one student did not pass due to absence. Pilot ID 20312 had a pass rate of 95%. For Pilot ID 22547, 53 learners enrolled in the Canvas course for COAAP 46.6 (Nutrition) with 19 (35.8%) participating in the online related activities and assessments. Of the 19, 76% passed, while 4 participants were absent for part of the assessments phase. Overall, during the pilot, 232 students were enrolled in the Digital EL Civics Canvas course with 78 (34%) engaging with the entirety of materials and assessments being offered. This exceeded out annual goal, as outlined in the program technology plan, of 20% participation.

Nevertheless, even with these incredible successes, we still face our biggest challenge; student access to technology. This is a consistent issue, primarily due to funding limitations and the need for more professional development.

Unexpectedly, the COVID-19 quarantine has instigated some solutions for our program and projects. LACCD had distributed laptops through a scholarship program to many of our NC/AdultEd students so they can continue to attend classes remotely as well as facilitating increased access to professional development for instructors. Within our NC/AdultEd program, with encouragement and support from our administrators, we were able to utilize the team building skills we explored during DLAC to consider the strengths of colleagues and assign roles for the creation of a centralized training, communication, and resource hub called Digital Literacy, which is delivered through Canvas and is faculty led. Within hours of receiving our shelter-at-home directive from LACCD, we executed a response that offered instructors and students support and guidance during this incredibly stressful transition to emergency remote teaching. This was possible because of our leadership training that encouraged us to identify people's strengths and our IDEAL training that encouraged us to be diligent, logical, and critical about organizing workflow and resources.

We are continuing to train and share information to support instructors with emergency remote teaching and the new expectations that will arise from the COVID-19 experience. We have recently completed field testing remote COAAP assessment presentation in conjunction with CASAS and hope to continue to promote our Digital EL Civics model for adoption on a larger agency and state-wide scale.