

OPERATION



DACE

Fall Edition

Campuses

Abram Friedman Occupational Center
 Andrea Rodriguez, Principal
 1646 S. Olive Street
 Los Angeles, CA 90015-3507
 (213) 765-2400

East Los Angeles Occupational Center
 Vladimir Tigno, Principal
 2100 Marengo Street
 Los Angeles, CA 90033-1321
 (323) 276-7000

Evans Community Adult School
 Carl Badeau, Principal
 717 N. Figueroa Street
 Los Angeles, CA 90012-2118
 (213) 613-7900

Harbor Occupational Center
 Bernadine Gonzalez, Principal
 740 N. Pacific Avenue
 San Pedro, CA 90731-1630
 (310) 241-4800

Los Angeles Technology Center
 Rocelia Beard, Principal
 3721 W. Washington Blvd.
 Los Angeles, CA 90018-1160
 (323) 373-2300

Maxine Waters Employment Prep. Ctr.
 Elsa Madrid, Principal
 10925 S. Central Avenue
 Los Angeles, CA 90059-1023
 (323) 357-7700

North Valley Occupational Center
 Ellen Baker, Principal
 11450 N. Sharp Avenue
 Mission Hills, CA 91345-1232
 (818) 256-1400

Slawson Southeast Occupational Ctr.
 Sonya Ramirez, Principal
 5500 Rickenbacker Road
 Bell, CA 90201
 (323) 729-6400

Venice Skills Center
 Melissa McCarthay, Principal
 611 5th Avenue
 Venice, CA 90291-3512
 (310) 664-5888

West Valley Occupational Center
 Monica Gnirs-Balbuena, Principal
 6200 Winnetka Avenue
 Woodland Hills, CA 91367-3826
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WeAreDACE.org/newsletters/

Greetings DACE Family.

We approach the holidays with heavy yet grateful hearts. First, I want to express my deepest appreciation to all our education heroes out there who have stepped up in the most challenging of circumstances. To our teachers who are being creative and adapting to online teaching, we salute you! To our administrators who are leading schools and working hard every day to ensure their staff members are supported, thank you!

To our classified staff, which includes maintenance workers, teachers' aides, clerical staff, etc., we could not function without you!

To all our adult education heroes, I wish you a holiday season filled with good health and gratitude. I look forward to a new year filled with hope and new beginnings.

Sincerely,

Joseph Stark
 Executive Director

Division of Adult and Career Education



Themes From Teachers | ESL Persistence Study



Maria, MWEPCC Cole, LATC Laura, ELAOC Serafin, ELAOC Miguel, WVOC Rega, ECAS Robert, ELAOC Hugo, LATC

As together we experience the evolving situation resulting from the COVID-19 pandemic, our global village continues relying on teachers to provide not only substantive education, but to do so with a compassion, continuity and resolve that can motivate even the most disheartened to achieve their full potential. If that isn't enough, we teachers do this while being students ourselves, adapting our teaching methods and curriculum to leverage technology from a distance. Why do we do it? Because that is what teachers do each and every day — improve the lives of those who are entrusted to us.

So, how do we know if we are getting the most out of our students? Throughout a course, we use formative assessments to help us measure what a group of students is understanding. Summative assessments determine if individual students achieve competency in each area. And it goes without saying that as teachers, we are continually honing our skills through a cycle of reflection and improvement, but what about persistence? Simply put, how can a student learn if they are not participating on a regular basis? LA Unified Adult currently defines learner persistence as when a student stays in class for 20 hours or more and is linked with ideas that support adult learning theory such as intrinsic motivation, self-efficacy, goal setting and achievement.

At the beginning of the fall term, the LA Unified Division of Adult and Career Education (LA Unified Adult) selected eight ESL Beginning Low teachers with high student persistence to help us determine best practices for this achievement. The teachers chosen were Miguel Aguilar, Serafin Alvarez, Maria Campos-Pelayo, Cole Chardiet, Laura Ortiz, Rega Petlin, Robert Proctor III, and Hugo Ramirez. The compassion these teachers have for their students was immediately apparent, in their ongoing supportive feedback and encouragement in fostering a community of learners through innovative synchronous and asynchronous instruction. Through a questionnaire and focus group discussions, these teachers shared what they were doing in class to support learner persistence. Five themes emerged from listening to the inspiring stories:

Feedback to Students

Teacher gives students feedback on content & the process of learning online.

Support for students

Teacher supports students through multiple uses of communication & awareness of students' needs & goals.

Multiple approaches to instruction

Teacher provides listening, reading, speaking & writing instruction, using multiple ways to present content.

Student-student interaction

Teacher supports social & academic interactions between students.

Setting goals and expectations

Teacher clarifies expected learning outcomes & specifies how learning can be demonstrated.

continued on back

ESL Persistence, continued

These themes and resources that support student persistence will be available in the [DACE Learning Network](#), a Schoology group by DACE educators for DACE educators. Suggestions for effective synchronous and asynchronous strategies are provided through the following internal LAUSD resources:

[For Teachers, By Teachers](#)
(provides synchronous strategies)

[Teaching and Learning Framework](#)
(identifies asynchronous instructional strategies)

LA Early Child Equity Project



Mayor Garcetti’s Office and LA Unified Division of Adult and Career Education (LA Unified Adult) are partnering to support Angelinos along the Child Development career pathway through the Early Child Equity (ECE) Project. The guiding goal for ECE is to eradicate the school readiness gap by 2025, through the recruitment, training and certification of 2,500 new early childhood educators by that time. Our LA Unified Adult students will be a part of this.

The Mayor’s Office and LA Unified Adult are working collaboratively to make this goal a reality as soon as possible. Steve Zimmer, previous LA Unified Board Member and current leader of the Mayor’s educational initiatives, is personally directing this effort along with Christina Hernandez, ECE Coordinator. LA Unified Adult’s Francisco Narciso and Sam Powers are working closely with administrators, early education teachers and students from all of our participating campuses to provide valuable information on how the Mayor’s Office can best support attaining this goal through additional funding, student recruitment and placement of students into externships. LA Unified Adult will be a primary educational training agency for the ECE Project, building capacity as the number of students increases. Mr. Zimmer and his team, having met several times with our teachers and students, are becoming clear on how they can best support these efforts.

LA Unified Adult Education Invests in California’s Healthcare Future



Dr. Lisa Jones (PhD, MSN)

Since its inception, the LA Unified Division of Adult and Career Education (LA Unified Adult) has been committed to improving outcomes for our underserved community members by removing barriers and providing access to life-changing educational opportunities. In continuing to bring greater equity to our Los Angeles neighborhoods and help address the current California nursing shortage, LA Unified Adult plans to expand our vocational nursing program throughout the Los Angeles area. By gaining access to our high-quality nursing program, students will become better positioned to improve their economic status while contributing to high-quality patient care, in a California healthcare system with a workforce positioned to meet any demands the future may hold.

To achieve this goal, LA Unified Adult is thrilled to announce the hiring of Dr. Lisa Jones (PhD, MSN) as our Vocational Nursing Program Advisor. In her role, Dr. Jones will provide leadership, support and oversight in the planning, implementation and management of the LA Unified Adult vocational nursing program.

Having worked in acute care hospitals, community health agencies, and academic settings for over 30 years, Dr. Jones brings with her a wealth of healthcare experience. During her notable career, where she has overseen the operation of 32 community- and 15 school-based clinics, she has served in positions such as Assistant Dean, Registered Nurse Program Director, Assistant Vocational Nurse Program Director, Chief Nursing Officer, and Administrative Nurse Manager.

Dr. Jones, who holds a Doctor of Philosophy in Education, as well as a Master of Science in Nursing, aspires to educate those who have the desire to learn, yet may not have the tools, guidance or mentorship they need to realize their goals. Her educational philosophy is learning begins when the student understands or seeks information for a better understanding on how to enhance their professional practice.

A native Arkansan, Dr. Jones, who is one of nine children, moved to Compton, California after graduating high school. In California, she worked her way through a regional occupational program and went on to become a first-generation college graduate. While her parents, who worked in retail and industrial occupations, taught her the importance of a strong work ethic for achieving in life, it was the mentorships from an elderly neighbor and her K-12 teachers that taught her the power of education. This humble story of her upbringing is one she loves to share, inspiring others to realize their potential. Dr. Jones believes working with underserved populations brings hope, education, and compassionate care to those who are “off the grid” within our communities. Her goal is to encourage, educate, and inspire others through hearing peoples’ unique stories, understanding the context of each person’s life, building relationships and sharing her past challenges, to motivate students in succeeding regardless of their “unique” situation.

Dr. Jones promotes personal learning, professional development and career advancement in fulfilling the ongoing need for more nurses and nurse educators to gain higher learning in order to enhance patient outcomes. Her andragogy theory-based educational background includes teaching; course design; classroom and online curriculum development; test development; nursing education consultation; and simulation training, as well as the development of seminars and training programs. Her research studies include educating underserved communities on chronic diseases, specifically, hypertension, diabetes mellitus, heart failure in women, HIV/AIDS and community health disparities.

