

**Curriculum Alignment and Articulation Work Group**  
**May 3, 2019**  
**Meeting Minutes**

**Facilitator: Charles Smith**

**Timekeeper / Recorder: Raji Visvanathan**

**Members In Attendance: See Sign In Sheet**

Meeting Outcomes:

- Review the history and global context in which our work resides;
- Complete the sub-group tasks listed below;
- Determine meeting dates for the fall;
- Identify volunteers who will be part of a mapping session (3-4 hours) in September to map the work for the year and set timelines and tasks.

Activities:

1-1:15            Get settled; chat with colleagues; ask or answer burning questions

1:15-1:25        Director Video: Overview of history and context that grounds our work and three-year plan

The new 3 year plan will be shared soon. Revisions are under way at the leadership level. It will be shared when it is ready. Goals and implementation items came from the work groups. It will be submitted at the end of May. It was reviewed for thematic and global revisions.

Amy just came from a guided pathways meeting and shared a model from a local Bakersfield CC. Meta majors showed the network of certificates and degrees. Each major gives data around job prospects. It also shows the local four year institution that student would be going into, in a program map.

1:25-1:35        Review report out template (using for minutes)

Charles introduced the template to the group. We will add the tab for each successive meeting, and take minutes in that tab. All workgroups are not using the same format, but this template is being adopted hopefully across all sub groups.

Additional Feedback - This template does not capture the conversation. The spreadsheet format does not lend itself to the conversations that are happening. It also places a lot of responsibility on the note taker to make some conclusions. We need more flexibility to capture what is actually happening. We need a word document to help with this in the future. We want to have something that is uniform.

- 1:35-2:35 Breakout groups will:
1. Identify a note-taker for template and a timekeeper;
  2. Pass around a piece of paper for sign in (will be added to template by note-taker);
  3. Co-Chair review what was accomplished in the previous meeting;
  4. Answer the question for your group and get it into the template:
    - a. For Definitions Group: Complete the list of definitions and allot enough time for all to discuss and come to consensus. This list will be shared with many so be sure you agree!
    - b. For Multiple Measures: What are four-six multiple measures that are used outside of our consortium that we might consider using for placement of students in ESL credit or non-credit classes?
- 2:35-2:45 Each group presents a three minute summation of the work they accomplished.

### **Multiple Measures Sub Group**

Craig (DeAnza) raised some questions around how multiple measures would be used between the two CC. Added to the list - interviews and audition videos, focusing on oral proficiency as a measure of language proficiency.

Julie (MVLA) will gather a team to look at multiple measures across the adult schools and CC and communicate that across agencies. It would help with referring students to other agencies. It is a tangible step forward in effecting a smooth transition. We have already set up mirrored classes and hopefully that will help smooth the student transition.

Our dept (Craig - DeAnza) is extremely conservative and we are hoping to make changes. We need to include the counselors at some point after alignment measures are put in place. If we create portable assessments,

we do need to let everyone know. Just getting info from AE about students will help deciding placement. The process of how this would roll out will require a lot of cohesion and should involve a pilot with a smaller group.

### **Definitions Sub Group**

The initial Terminology and Definitions sheet has been shared with the work group for review, revisions, and additions.

<https://docs.google.com/spreadsheets/d/1aLT4Zoqn3-ovU7wn67zzFT7oE1NnPRtp2EDD-g8YFVk/edit#gid=2001802148>

Charles (MVLA) The definitions group researched terminology from various sources. It created a lot of conversation with different agencies. We have a rough draft of definitions and terms. We will release it to the sub-group as we have so many shared terms. It will be a living document, because we will need to add terms to it as needed.

2:45-3:00 1. Choose meeting dates for at least October and November:

Next meetings will be on **Oct 11th** and **Nov 15th** at Foothill Sunnyvale.

2. Identify 4-6 non-chair volunteers for September planning session.

Volunteers for a planning meeting in Sep Adrienne, Dave, Sarah, Robert, Charles, Amy, Raji. Will send a Doodle poll. Thanks!

### **Addendum**

#### ***Multiple Measures/Assessment Meeting Notes***

***Wednesday 5/15/19, 3:45-4:45 PM***

**Schools Invited:** De Anza College, FUHSD Adult School, PAUSD Adult School, MVLA Adult School

**Meeting Attendees:**

Kathy Flores, De Anza, ESL instructor (incoming ESL chair)

Craig Norman, De Anza ESL instructor

Alex Scott, PAUSD AS ESL Fee Based ESL, and Writing Academy coordinator

Julie Vo, MVLA AS Assistant Director

Charles Smith, MVLA AS GED instructor

Sarah Krajewski, MVLA AS ESL coordinator, ESL instructor

**Meeting Location:** MVLA Adult School, rm. 206

## **Agenda**

### **1. Background – to provide context for discussion**

AB86/AB104/AEBG (now known as AEP) requires that we collaborate and align systems to foster seamless transitions from Adult Schools to Community Colleges. **Objective of meeting is to improve alignment between systems by identifying potential entry points for AE students into the CC system.** Additionally, we will **explore various options that can be used by CC as multiple measures for placement.** AE and CC will work collaboratively to identify appropriate level(s) for transfer into non-credit and for credit ESL at De Anza College.

AB 705 requires that students are efficiently placed into pathways to a certificate or Associates Degree. (This placement should be based on multiple measures per Title 5 & Student Success Act 2012)

#### **a. Comprehensive Adult Student Assessment Systems (CASAS) - Overview**

CASAS assessments are approved and validated by worldwide government and education agencies including:

- United States Department of Education,
- United States Department of Labor,
- Singapore Workforce Development Agency, and
- El Salvador Technical Colleges.

CASAS assessments are valid and reliable for both native and non-native speakers of English and assess the modalities of reading, math, listening, speaking and writing. CASAS tests can be administered on paper, by computer, and via the Internet. In addition to certifying basic skills attainment, CASAS measures learner progress on a standardized scale that ranges from the lowest literacy skills to high school exit and transition to postsecondary education and training.

CASAS test results can:

- track longitudinal progress
- certify attainment of benchmark levels of proficiency
- provide an international standardized benchmark system for certifying work-related basic skills and English-language proficiency.

### **2. Review CASAS Assessment – to better understand standardized assessments used by Adult Education system-wide that could potentially serve as multiple measures for placement at CC**

#### **a. Reading packet**

(see attached) Looked at the level descriptors, discussed scoring, general exit scores from ESL in the 235-245 level, from GED 245-260 level. Also, GED students leave with a GED transcript and an official Language Arts score -- they are closer to being ready for general ed, but English Learners might still benefit from the most advanced ESL classes at De Anza, especially ESL 5 which is equivalent to English 1A.

#### **b. Writing packet (including student samples)**

Palo Alto has been looking into using the rubric more formally with a CASAS test and the functional writing assessment. They will be piloting this in their writing academy. They will report back in the future. Palo Alto's writing academy has a goal of preparing students to be able to enter English 1A directly

#### **c. Review adult ed student writing samples evaluated using CASAS writing rubric**

distributed

### **3. De Anza Placement process overview**

De Anza currently uses a 30 minute writing prompt scored by a school designed rubric. They plan to continue using this prompt/rubric for at least two more years. They also use a CELSA test which is a reading assessment. They are interested in collecting CASAS scores to see if those scores and the writing sample could be used for placement (perhaps in lieu of the CELSA) A process to share prompts given at adult schools as well as information about CASAS scores needs to be developed. A student exit record from Adult Ed needs to be designed. The hope would be to remove barriers for students by placing adult ed students efficiently into CC classes/programs. It would be optimal to get that information while the student is still attending the adult schools prior to transition. PAUSD Adult School will give De Anza's writing prompt to current writing academy students and send results to De Anza. This will allow for some data collection and foster better understanding between school systems.

### **4. De Anza current ESL course sequence overview**

De Anza has a 7 level ESL program. They are currently offering 6 classes as they are not offering ESL 200 high beginning. (see attached De Anza information)  
Concern was expressed about the number of courses students would need to complete prior to starting classes for which the credits count towards a degree or certificate.

#### **Questions:**

1. How many levels of ESL Offered at De Anza? Currently 6
2. What are the levels? See attached
3. Which standards are the levels based on? See attached rubric
4. What is the end goal for students who progress through the sequence? Not discussed in detail- presumed entry into general ed programs

#### **If time permits: (We may want to table until the next meeting)**

##### **5. Hand out MVLA Writing Outcomes packet (not discussed)**

##### **6. Other**

A possible need for VESL classes was discussed. GED program also has students who still need ESL support, students who speak English fluently, and a growing number of students with professional degrees who need a GED for employment. These professionals (engineers, computer scientists, health care workers, etc.) might benefit from ESL bridge classes that focus on improving their English vocabulary, reading, and writing skills in their specialty area. SBCAE colleges have been developing these non-credit bridge to career pathway courses to address the needs of Adult Ed non-native English speaking populations that enter the college system from adult ed system.

#### **Action Items/Next Steps:**

- ✓ Identify multiple measures for placement of adult ed students into college classes/programs (De Anza will consider CASAS reading scores and possibly look at CASAS writing scores along with writing samples and teacher recommendation)
- ✓ De Anza will discuss options with ESL Dept. prior to our second meeting
- ✓ Coordinate with De Anza Language Arts/ESL dean (Thomas)
- ✓ De Anza will research if CAEP money can be used to design better placement system in concert with adult schools
- ✓ PA AS will conduct pilot and send writing prompts from approximately 20 adult school students to De Anza for scoring
- ✓ MVLA AS will allow interested students from advanced class to take the De Anza assessment. Interested students will be recruited after De Anza presentation on 5/23