

Full TST Meeting

October Meeting

10/8/2024

1:00 – 2:30 pm

Attendees: Desire, Sripriya, Gina, Nury, Felisa, and Jenée

Outcomes / Goals
#1. Check in on Elisabeth Osai Visit (Financial Aid Coordinator)
#2. Review the goals for the TST in the Annual Plan 2024-25
#3 Work on Goals for annual plan: <ul style="list-style-type: none">• #3.2A: TST Calendar / Plan Backwards: what do we need to know? When do we do these things?• #3.1C: Discuss warm hand offs, non-transitional course options• #2.1B: ESL levels for appropriate student placement & Early Interventions

Agenda (1:00 – 2:30pm)
Meeting Norms (1:00 – 2:05pm)
Discuss having Elisabeth Osai (Foothill's Financial Aid Coordinator) come to a meeting. (1:05 – 1:10pm) <ul style="list-style-type: none">• When best would this be? Do we need to discuss it today, or can it be at the next AS TST meeting?• What would we like to gain from that conversation?
Annual Plan Activities focused Work: (1:10-2:30pm)
#3.2A: (Improve) Transition Services at the AS and Onboarding Support at the CC
1. TST Calendar– Plan Backwards: what do we need to know? When do we do these things? <ul style="list-style-type: none">○ Have completed FALL/Winter Activities○ <i>Transition Points:</i>

- i. MVLA: CTE Dec and June / ESL end of May/June) / FUHSD ESL may/june / PAAS: May (been added to calendar)
 - ii. College non credit ESL??
 - iii. **Winter Dual ENROLLMENT FORMS DUE Jan 2– Transition Marker?**
 - iv. **Spring Dual Enrollment Forms Due: 3/17– Transition Marker?**
 - v. **When are Summer DE Forms Due??**
 - 3 yr / Annual Plan markers/due dates
 - What other markers/activities are important for your work & students' success?
 - i. CTE Info session
 - ii. Keep emailing opportunities as the come for the colleges
 - iii. Promote cc events at college info nights
2. Each agency will collect general student interest and share it with the consortium for programming purposes.
- Create a shared spreadsheet for this information showing data and how it will be used
 - When will this happen for each agency??
 - Next Steps: Move to AS meeting-

#3.1C: Increase Students Access & Participation in CTE Pathways:

3. *Transition Points:* Locating when a student is on the “on-ramp”
- Adult Schools are working on their process for identifying where students are on the “on-ramp” and sharing it with the team.
 - i. “On-ramp” is: Understand where students are on the pathway “on-ramp” by utilizing the standard framework for identifying the transition readiness for individual students. AS are creating a more formalized referral/hand-off system (that works for their agency) for students to enter the pathway of interest,
 - 1. Ready to transition, know the pathway, need to level up english
 - a. If we are designating high level ESL as “language ready” how are we identifying if a student actually is?
 - b. GSP
 - i. How accurate is this for placing AS students?
 - 1. PAAS took placement / FUHSD did not– use this as a data point to see if there is a difference in student outcomes?
 - 2. Caveat is that if they do not do well, they could be stuck with that placement?
 - 3. Access/navigation to GSP is a barrier
 - c. Can the CASAS test be an indicator of “Language Ready?
 - d. To help get “Language ready” Add DA: 200 / FH 400 or 410?? to the “on-ramp”
 - 2. Ready to transition, know pathway, language ready

3. Ready to transition, don't know pathway, Language ready
4. Ready to transition, don't know pathway, Language not ready
5. Not ready to transition, start information sessions to help
 - a. This needs to be a more high level activity– not one-on-one or college info nights.
 - b. Planting seeds- how best to do this
 - c. College visits– advanced get priorities, then add intermediate students
6. Language & Digital Literacy

Target population: HSD / High level ESL / CTE / Parent Ed ready to transition

4. *Next meeting: Transition Points: identify how/when CTE pathway information will be provided to ELL/ASE students at the adult schools and college noncredit esl.*
5. *Transition Points:*
 - What are the current strategies for “Warm hand offs” at the colleges for students in summer bridge courses at the colleges
 - i. College Digital Literacy workshop for prep.
 1. Faculty lead workshop?
 2. or
 3. Pre Recorded: Sripriya had students take a recorded workshop the week before the class. 403 A/B
 - a. <https://foothill.edu/onlinelearning/canvas-student-orientation.html>
6. Nest Meeting: Non-Transitional Course Opportunities: What are a list of courses that are options for all year transitions (ASE & ESL)
 - Can we get a college one pager for them?

#2.1B: Increase the Targeted Academic Support

1. Support for better Encouraging enrollment in Bridge and Foundation classes
 - a. v. This is also a topic at Wednesday's LB meeting
2. How can we detect students who need more support to successfully complete bridge/foundation courses? For now called “Early Intervention” strategy for NSCCC cohorts

Resources:

TST Calendar

TST Annual Plan Goals for 2024-25 (end of this doc- use outline tabs to navigate)

Annual Plan Working Doc LB Meeting 6/13

In AS TST meeting look at (ESL Alignment Folder)

3. Foothill mapping of ESL placement
4. De Anza skill doc and course progression

Current Goal Activities

#3.1C: Increase Students Access & Participation in CTE Pathways:

- Gather CTE & Transition Interests for ESL & ASE Students.
 - a. Each agency will collect general student interest and share it with the consortium for programming purposes.
 - i. Create a shared spreadsheet for this information showing data and how it will be used
 - ii. Add info to TST Calendar for when data will be shared

Adult School Meeting Notes:

Adult Schools are working on their process for identifying where students are on the “on-ramp” and sharing it with the team.

- Understand where students are on the pathway “on-ramp” by utilizing the standard framework for identifying the transition readiness for individual students. Create a more formalized referral/hand-off system for student to enter the pathway of interest,
 - a. Ready to transition, know the pathway, need to level up english
 - b. Ready to transition, know pathway, language ready
 - c. Ready to transition, don’t know pathway, Language ready
 - d. Ready to transition, don’t know pathway, Language not ready
 - e. Not ready to transition, start information sessions to help

Next Steps

- AS team to discuss “on-ramp” with school lead- bring info back to meeting
- Discuss this further at AS Meeting
- Look at creating a “on-ramp” checklist doc
- What are a list of courses that are options for all year transitions (ASE & ESL)
 - a. Can we get a college one pager for them?

#3.2A: (Improve) Transition Services at the AS and Onboarding Support at the CC

1. Calendaring:

- a. *When:* Identify and document timeframes for transition activities (add to calendar)
 - i. Locating/Identifying then plan backward for college introductions and information. This will ensure students are ready for a successful transition (TST

works on this). optimal transition points for each adult school and then mapping (MVLA: CTE Dec and June / ESL end of May/June) FUHSD ESL may/june PAAS: May

- ii. Schedule transition activities to important college and adult school dates/deadlines
 1. *Identify the start of the onramp: identify how/when CTE pathway information will be provided to ELL/ASE students at the adult schools and college noncredit esl.*

Next Steps: AS & CC will start inputting important dates:

- Transition points throughout the year (when does the “on-ramp” start?)
- Holidays (agency & personnel)
- quarter / semester start times
- Important calendar reminders
- Important school transition activities: college day, fairs,
- College info sessions / reg sessions

- b. *What:* Provide a diverse array of transition and onboarding activities to meet the needs of students at various stages of transition readiness framework– the “on-ramp” (see 3.1C). Options include:
 - i. Adult school transition services can include Individual student transition advising appointments, small group transition presentations and workshops, Student Transition Plans (STP).
 - ii. College presence at the adult schools
 1. College posters at adult schools
 2. MVLA bi monthly library bus- College table maybe once a month.
 3. Identify opportunities for the college tabling with swag
 4. campus tours, individualized ed plans; drop in counselors hours at SV Center; Students make individual appointments with financial aid office for help with FAFSA

Next Steps: look at which ones the AS would like to have

#2.1B: Increase the Targeted Academic Support