

CAA Meeting Agenda/Minutes  
November 19, 2021 1-2:30pm  
online

**ESL/CAA Workgroup Minutes**

19Nov2021

**ESL Subgroup** will continue work on High Level Entry Exit Document

**Present: Amy, Anjani, Robert, Sarah, Simone, Jenee & Katherine.. I am here.**

We have a recreated form- it explains the exit skills from all three adult schools from the advanced level (level 6) classes as well as the Palo Alto writing academy.

The next step is to come to consensus (again due to the accidental loss of the spring work) about what the adult schools can commit to as reasonable exit skills for the level across the board. (Completed 11/19/21.)

After that, we would be able to ask the CCs to match adult school exit skills to the classes in which those would be the correct entry skills to ensure student success. Doing so might involve the SLOs from the CCs as well as the placement test from DeAnza or the guided self placement materials from Foothill. (finishing by December meeting)

What would the next steps be? How would they be used? For teachers? for transition advisors? What would the end goal be?

What would the next action item be for alignment for ESL?

Would the adult schools adjust instruction? How could the community colleges work to adjust their welcome procedures?

Would the transition advisors have this information?

The goal is to help there be a smoother transition to CCs from the adult schools.

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**CTE workgroup**

**Present: Mali Vafai, Vins Chacko, Janie Garcia, Randy Bryant, Lynn Tanner, Raji, Lori**

Share the 3 ways in which dual-enrollment is being leveraged at FUHSD Adult School

- Recruitment strategies for CTE
  - ESL-friendly information / activities on the pathways we have to offer in Schoology (LMS) ESL classrooms
- FUHSD models to date
  - ECE pathway at Foothill recruitment in preschool classes & advanced ESL
    - Orientations with transition team members
    - Free textbooks & embedded tutor
    - NCEL 401 focused on ECE also an option
  - HTEC 50 at DeAnza → 7 students in FUHSD's Med Term program will be taking the class
  - ASE students needing elective credits will be taking Art 5F at DeAnza & will receive tutoring funded by the Adult School but referred by DeAnza faculty.
- MVLA CTE recruitment to CC (Mali shared)
  - Provide information during orientations regarding the different certifications (e.g., Medical Asst, record keeping, etc.)
  - Articulation with Mission College for CNA, e.g.
  - Many students transitioning to work
  - Classes like Quickbooks, Java & Python... not doing well at the moment b/c low enrollment
- PAAS ESL recruitment to CC (Lynn)
  - Don't have CTE or ASE; room to grow. Different demographics--many don't want to go to CC or get jobs.
  - Preschool parents / family members possibly participating in ECE (check in with Shannon)

Share what assets CC and AS bring to the table for dual-enrollment

- CATEMA makes it easier for adult school students to get the articulation credit from CCs
- How & where are we competing vs. complementing each other's strengths?
  - AS provide an introduction level or concurrent option while students can get credits through CCs

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- Putting in a lot of energy at the adult schools does not always yield a lot of students
- AS students are transitioning to new jobs & need skills
- CC's have a breadth of options for students & support systems

Where are the limitations for both CC and AS? What can be done to mitigate these limitations?

- Class size minimums at CCs sometimes makes it hard to pilot new pathways
  - Happy students are the best marketers via word of mouth
- Sometimes DE students do not access the support services at CCs
- S's don't always understand what CC's are & what they can provide
  - Do s's need more access to CC counselors / outreach to get their questions answered & understand the support services? [DA has 2 counselors who can support; Janie can see who might be available from FH]

What elements need to be present in order to establish a pipeline of students for jobs that are readily available?

- Enough interested students from the 3 AS
  - Hard for the CCs to judge the interest of our student body
- Incentives for students to start a pathway
  - E.g., books, tutor/support
  - Showing the companies that can support the work & hire the students
    - Randy is working with NOVA & Silicon Valley Leadership Group (SVLG) on some options re: paid internships
    - E.g., for CNA the SNF's where the candidates are doing their internships hire 3-4 / cohort so there are a lot of incentives.
- Array of options at the CC have to be focused down for the AS s's because we can only recruit for so many pathways
  - Focus & do it well vs. open it to everything & diffuse the impact
- Securing spots for AS s's in CC classes so students aren't recruited to full / WL'd classes
  - Adjusting seat counts is sometimes a possibility
  - Potential goal: have an Adult School section for DE at the CC
- Team up with workforce & outreach to provide a mini-internship event / class tour for vaccinated students
  - Tours of the facilities

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