

Curriculum Alignment / CTE Sub-group

Notes from 15 October 2021

Members present: Raji V, Lori R., Randy B., Mali V., Janie G., Vins C.

- How does your school identify what the AS student would like to consider as a possible pathway?
 - Participation in the existing healthcare pathway
 - Student survey data helps identify students' interests
 - Goals data from students--survey data
 - Orientations to share the information regarding pathways / classes
 - ESL class presentations / mini-activities to model the types of curricula or activities that would happen in the classroom for that CTE/pathway class
 - Schoology learning: folders with readings or videos or presentations re: the pathway or types of tasks
 - Pathway teachers co-teaching the ESL class/mini-lesson
 - Exit tickets from students re: interest
 - Transition advisors gives information re: pathways to students
 - Backward plan → e.g., Business Certificate at a CC... mini-lesson in ESL/ASE, having a guest speaker, field trip to employers

- Do you have data to support?
 - Attendance at orientations
 - Need alignment of calendars to ensure orientation → recruitment for each term
 - Dashboard data
 - Survey data

- What pathways does LM data indicate are growing in our region?
 - LVN, RN programs coming to DeAnza
 - Curriculum in process
 - Randy can access LMI data if we need it

- What do CC's see as areas of investment/growth?
 - **Med Lab Tech courses might be an area to explore → AS teams should review this curriculum to see if there are areas of opportunity for links with Med Asst. @ MVLA or other health pathways**
 - Med Term students are heading to HTEC 50 @ DeAnza
 - Business offices certificate is an option (ASE students; ESL)
 - Questions for AS to answer → are there classes at the CC that are challenging & could benefit our students and/or we can front-load for students?
 - Foothill is working with NOVA on NCR google workspace
 - Business certificate [26 units]
 - Intro to Business

- Network security
 - Business math → changing to lower level math
 - Human relations in the workplace
 - Business communication
 - Bus information systems (CIS 3) → intro level (potential starting point to connect with AS) [state curriculum for high-need area]
 - Computer literacy (CIS 4)
 - Office software applications (CIS 99)
- Embedding tutors (Strong Workforce can support this)
 - DeAnza is doing this in Auto Tech (e.g., Spanish-speakers supporting students) & also CIS
 - Will be a component of the ECE pathway with Foothill
 - Dual enrollment classes at the AS facilities (our faculty meeting min quals OR CC instructor at AS)
 - What's the "new normal" going to be? How many students want to return to "in-person"?
 - Tech support
 - MVLA has tech advocates who help students 1-1 with tech issues getting in the way of learning language

ESL Subgroup: Iva Tracy Guided Pathways, Gina Riccitelli, Anjani Sarma, Bob Lanz, Simone PAAS, Craig Norman, Valerie Fong, Amy Sarver ESL Foothill, Sarah K, Kathy B, Lynn Tanner

Still looking for their Advanced exit/entry skill document. Focused on the intermediate today.

Focus on writing entry / exit because De Anza focuses on on writing skills

Skills that align with the pathways

Foothill and De Anza- don't always align so try and find a common ground between the two so that it can become a common entry point.

Foothill has many different entry places for ESL students

Iva- special survey for students who are transferring to DA college. Self Report their CASA score to help place them. Looking for entry skills into college courses. Started a dialogue regarding CASA testing and how they are not actually aligned with the adult school curriculum Gina stated that the CASA number could actually become a barrier for the students because they do not understand the context of the number. Could they take the placement test (De Anza) at the adult schools could help with students being able to become college students.

Students who test out at the college- could they use that casass score to help place them at de anza. Because they were not really an adult school student.

Does FUHSD use reading and/or Listening caspas test? Do the adult schools need to align what testing they do if the colleges are going to use it to help students self p[lace?

Caty was asked for the advanced placement writing-

Recap: Exit skills, DeAnza working to have online placement, want CASAS scores, plus writing test, with goal of students self-placing. Removing barriers.

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11/19/2021 minutes continued

- Share the 3 ways in which dual-enrollment is being leveraged at FUHSD Adult School
- Share what assets CC and AS bring to the table for dual-enrollment
- Where are the limitations for both CC and AS? What can be done to mitigate these limitations?
- What elements need to be present in order to establish a pipeline of students for jobs that are readily available?