

March 1, 2019

Interesting article: *The End of the Remedial Course*

<https://www.chronicle.com/interactives/Trend19-Remediation-Main?fbclid=IwAR0W4adVAcktqxg1Dhw92s04t7zzBnS6lovsQT5WGEhPK-XUA6C8yueZy30>

Via Google Docs the group can collaboratively keep meeting minutes. All meeting attendees can add to the meeting minutes.

Curriculum/ Articulation and Alignment

Location Mountain View Los Altos Adult School

333 Moffett Boulevard

Room 106

Time 1-3 p.m.

Host: Charles Smith

Attendees: Robert Lanz(Bob)

Amy Sarver

Peggy - NSCC Director

Sarah Krajewski

Raji Visvanathan

Sabrina Irvin

Alex Scott

Robert Borregard

Adrienne Moberly

Valerie Ormeno

Simone W.

Randy Bryant

Dave Capitolo

Charles Smith

Abigail Christensen

Introduction

“Who are we and what we are doing here”--The recombined group and SMART Goals

Decide a future meeting schedule

ESL Core met first Fridays

What should schedule be?

Except when conflicts, we will meet the first Friday of the month. Meetings were scheduled for 04/12 (moved due to spring break conflict), 05/03 at the MVLA campus (333 Moffett Blvd). June meeting to be discussed on a later date. Meetings will be rotating between the MVLA campus and the Foothill-Sunnyvale campus on a quarterly basis.

What should the work be?

Primarily Smart Goals 3 and 4

Deciding on action items for those.

Maybe decided on best practices

Introductions

Sarah K ESL and Citizenship

Adrienne Fremont AS - Admin -

Valerie De Anza

Simone PAAS Enrichment and Writing Academy

Alex Scott - PAAS

Fridays work best for community college

There are app. 4 fridays a month

April 12

May 3

We will decide on June

Locations?

Sunnyvale Center

Rotate campuses

The next two meetings will be April 12 and May 3 and will be at MVLA Adult School

Reorganization options

Subgroups

Committee task groups

Groups created to meet our goals

How do we keep things relevant to participants?

Idea to work as a whole group, then break up into sub groups then come back to debrief (Amy S)

Importance of having a goal to reach work with purpose (Charles) How do we align curriculum

to help ESL students transition to other programs (CTE, ASE, academic and career pathways)?

Need for articulation with CC, dual enrollment possibilities, smoothing out placement in ESL self placement? What is the most efficient and friendly placement system for students transitioning between institutions?

Thought that we cannot create sub groups without action steps- what groups do you need anyway?

Alex "There are loose ends in regards in things relate to Articulation and Alignment..." unclear what is going on with accounting as involved parties are not here today. (Donna and Julie are not here) The hope is to figure out an articulation process that can be used. We need a consortium-wide process for articulating classes. Establish a procedure for dual enrollment (is this just K-12 or can it be more?) There are complex issues about giving credit/credit for exam/credit and non-credit courses and community college board policies

One action item suggested: identify which multiple measures the consortium could use for placement which other schools could provide.

There was also a discussion of the need for bridge classes between advanced ESL and career training classes or academic classes. ESL students at exit from ESL (235 on the CASAS) need more English support to succeed in those classes for English dominant students. How do we do this? How does this fit into a pathways chart for the use of our group? (not for our students to use)

We need a clear definition of Dual Enrollment to be sure we are all using it in the same way. Additional discussion items included:

- a. Mapping
- b. Need an adult ed voice at pathways meetings at DeAnza
- c. Dual Enrollment
- d. Mapping inter-institutionally
- e. VESL/Bridging
- f. Academic
- g. Create a research question for the data group about what career pathways are most popular/in demand for the current student populations
- h. Identify how Multiple measures are used at the adult schools/can be used for placement at the CCs

Six key action items were summarized by Amy Sarver. The group agreed that these are great action items for moving forward to achieve SMART Goals 3 and 4:

1. Define Dual Enrollment;
2. Establish how students will transition (in both assessments and curriculum) for the warm handoff at multiple entry points.
3. Create Academic and Career Bridge Classes for student transition success.
4. Develop research requests for the data group that will assist our work (e.g. which programs and classes are students interested in as evidenced by their course-taking patterns?)
5. Identify multiple measure from the adult school and determine the viability of how they might inform and assist student transfers to the community colleges.

6. Develop reporting procedures and timelines for reporting action-item progress and measuring success of the workgroup.

At the next meeting, the agenda will include:

- A. Reviewing the above action items and determining if anything should be added;
- B. Determining how to create sub-groups and which co-chair will facilitate which subgroup;