

## **Curriculum Articulation and Alignment**

### **Meeting Minutes: April 12, 2019**

**Meeting Objectives:** To begin work on meeting SMART goals. Break out into two groups with one group researching and compiling definitions, and the other listing various assessments to be used as multiple measures.

#### **Guiding Prompts for Sub-Groups:**

##### ***Sub-Group: Working Terms and Definitions:***

1. Identify key terms and definitions and source (e.g. guided pathways, CASAS, transition program, dual enrollment, concurrent enrollment, co-located classes, bridge classes, VESL, mirrored classes, etc).
2. Discuss with your group and agree on definitions. Make a list of the ones that should be shared with the entire workgroup.

##### ***Sub-Group: Multiple Measures:***

1. What assessments are used and what does that tell us about the students' skills and knowledge?
2. What other measures could be looked at to assess and place student?
3. How might these multiple measures be used in articulation and placement of AE students at community colleges?

**Background?** We would like to frame this activity within the context of mapping Career Pathways. Having the educational offerings from the Adult Schools mapped within the school and onward, to Community College programs will help agencies and students, readily identify pathways. In the context of this objective, we want to define/agree on some common definitions, and catalog what performance measures are used at adult schools and community colleges.

**Action items?** We invite you to choose a group and start working on the group objective. We will regroup at 2:30pm and share out our findings.

- A. Common definitions Group (Adrienne, Jon, Charles, Magali, Raji, Bob): This group identified terms to start the activity. There was disagreement between the two CC's about the definition of some of the terms (dual-enrollment VS. concurrent enrollment). It took time to accurately define each term, as we were to use the commonly accepted definition of the term, not what we thought it should be! We did not finish the activity and will need time on May 3rd to complete it.

1.

[https://docs.google.com/spreadsheets/d/11Hbc8hryIDUMDWRFs4Bi1DW40jJZ88MrNrt\\_H4FP4c/edit#gid=2001802148](https://docs.google.com/spreadsheets/d/11Hbc8hryIDUMDWRFs4Bi1DW40jJZ88MrNrt_H4FP4c/edit#gid=2001802148)

2.

[https://docs.google.com/document/d/19Te4GDPim\\_R0wia3ASKJaJBH51QTyilrB03zFkQJXWs/edit](https://docs.google.com/document/d/19Te4GDPim_R0wia3ASKJaJBH51QTyilrB03zFkQJXWs/edit)

Group together identify acronyms and key terms

“Nail down some definitions”

VESL

Bridge Course vs Transition Courses

B. Multiple Measures Group:

[https://docs.google.com/spreadsheets/d/1TuQurCBUqU5Y-iD12yJbJFD5\\_bPQurROUDuaQ9VWCSS/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1TuQurCBUqU5Y-iD12yJbJFD5_bPQurROUDuaQ9VWCSS/edit?usp=sharing)

1. With AB 705 approaching for ESL and placement being a primary concern for students who do not have a HS diploma, establishing multiple measures at the Community Colleges is crucial with “English and Math starting them at College level”. “Where are they (GED and ESL) going to map into CC?”
2. The M.M. sub-workgroup was able to identify several methods of assessment currently used in Adult Ed for ESL, CTE, and GED programs that could be used to make placement recommendations for English, ESL, and Math.
3. Since the group was predominantly ESL focused, the future goals were primarily ESL based: identify where to build bridge from AE (int-adv) to CC; Norming placements across institutions... long term; Student writing outcomes for each level based on CASA writing rubric (not clear if this is just for CC or for entire consortium ESL & ENG?)
4. Having other CTE people from AE and CC look at the list in the Google sheet would probably be a good idea as a next step for future meetings.

“See how students can transition and articulate to certain levels” “My understanding is is that any student can self-place”

“There are concerns across the state about this happen”

1 group terms and definitions

2 Multiple Measures

Group 1

Focus on Deliverables

C. May 3rd meeting - FH has a Lang.Arts division meeting the same day, but since PT fac are not required to attend and our work group has highest participation from PT fac at the CCs the decision was made not to divert from our previously scheduled May meeting.

For next meeting:

-Career Pathways Mapping Toolkit

<https://drive.google.com/file/d/11YvEiknAxk0Q1m0j5jKDa65nZIWY1M7I/view?usp=sharing>

-Discussion of share out (Google Sheet) template

[https://docs.google.com/spreadsheets/d/11Hbc8hrylDUMDWRFs4Bi1DW40jJZ88MrNrt\\_H4FP4c/edit#gid=0](https://docs.google.com/spreadsheets/d/11Hbc8hrylDUMDWRFs4Bi1DW40jJZ88MrNrt_H4FP4c/edit#gid=0)