

September 2022  
Leadership Board Meeting  
Working Agenda/Minutes  
Friday, September 30, 2022

9am - 12pm

PAAS

ESL Program / Cubberley Campus  
4000 Middlefield Road, Building I  
Palo Alto 94303

*Meeting Norms: Start/End on time; Come prepared, read materials ahead of time; Create a safe space to offer differing opinions, remaining open to discussions*

A. Items for Information: (9:00 – 9:25am)

1. Agency Updates

- FUHSD offers State approved online In Home Care classes.
  - They are already full
  - The online are prioritized for out of County students
  - The need is very high
- De Anza approved for BA in
  - Automotive Technology
  - Respiratory Tech (double check this one)
  - Dropped mask mandate (some classes still use masks, some don't, across the board, with staff usually showing more concern than students)
- MVLA
  - Career Fair 10/20 (9-12pm)
  - Higher enrollment in Info Tech CTE
  - Lower enrollment Medical Tech
  - Filled 75 spots in one day (25 in afternoon), will have testing again in early October
  - Asked what years AS use for WIOA II funding 21-22
  - Getting the IECL Grant
    - ESL Bridge (utilizing PAAS transition curriculum)
      - Along with PAAS transition class (and FUHSD counseling 5 students)- Find connecting pathways with the colleges for these students
        - Foothill has ESL Bridge Classes too, can these students take this next?
      - Can this be a dual enrollment opportunity, if so, what college class(es)
- PAAS
  - Enrollment is up again
  - Big move successful, everyone loves the new space (I Building)

- Centennial Event great success also, with goal of 200 attendees and achieving about 400 – really captured the spirit of the Adult School
      - MOU Alta Housing (low-income housing)
        - Space for classes- looking into ESL/CTE possibilities
    - Foothill:
      - Has a partnership with Google (Bon Appetit) for ESL classes (started with ESL for Food Service Workers I think). Some of the students are testing at below the college lowest ESL level. Can these students be referred to the AS?
        - Valerie needs to talk to Amy Sarver about this process.
2. Show new Extra Updates Section of the Agenda (in place of the Newsletter)
- Can be found at bottom of agenda from now on
  - Work Groups also will use as “mini minutes”
3. August Meeting Minutes approved

#### 4. Upcoming trainings

- Please visit [CalPro](#) site
- 10/5: [Registration Deadline: Communities of Practice: Supporting Immigrant Integration through Civics Education \(Milpitas Adult Education and Online\) \(October 10 to November 18, 2022 \(6 Weeks\)](#)
- 10/25-28: [CAEP Summit](#)
  - ASK TAP when the schedule will come out- needs to be soon enough so admin have time to fit the trainings into their schedule.
  - NSCCC: (10/27, 10:30-12) dual enrollment presentation (Janie/Felisa & Raji/Desirie)
    - Has Raji and Desirie reached out to the college teachers (child dev / counseling 5) for their input? Ask in the 10/6 planning meeting.

#### 5. Due Dates:

- Sept 30: Certify Q4 after LB meeting– Is everyone good with their final 2021-22 budgets? Yes, Jenée certified after the meeting- done!
- Oct 30: 22/23 Member Program Year Budget and Work Plan due in NOVA (Extended for 2022)
- Oct 31: Student data due in TOPSPro (Q1)
  - Data team will offer guidance on what reports to run for the 11/8 Quarterly Data Team meeting
- Oct 31: Employment and Earnings Follow-up Survey
- NOV 9: NOVAworks meeting (1:30-3pm) (On 9/28, Luther sent out ical invites for quarterly NOVAworks meetings thru August 2023) (Activity #1.1A)

## 6. Agency Budget Reports:

- De Anza spends funds on Transitions Services, not Instructional Hours per se, how to identify adult school students?
  - CAEP is for any Adult School program – this year not tied to CAEP funds, but tied to CAEP programs (some colleges use it, some don't)
- PAAS (slide deck template)
  - Sizeable carryover, will go to ESL testing and classroom tech
  - WASC equity issue (disparity between morning and evening classes not getting same tech and resources)
  - Expanding 10-month employees to 12 months (like Transitions Advisor)
  - CTE class work force prep, already spent previous
- Foothill (update)
  - As of 9/30, Foothill still has \$70,497 to spend before the end of this calendar year. Is our corrective action plan still on track? Yes
    - Yes: Foothill: update on college data hire (regardless of \$70k)
    - Foothill: update on college data hire. David Ulate is in the interview process

## 7. Are we ready to schedule remaining LB Meetings: (9:25-9:35am)

- Jenée send Doodle out for these meetings
- March meeting: TBD
- April meeting: TBD
- May meeting: TBD
- June meeting: TBD

## B. Items for Discussion: (9:25am - 12:00pm)

### 1. **Teaching Cred Stipend/ALLIES Update** (Activity #1.1D) (9:35-9:45am)

- We are planning to have all documents and money available by 11/1. To look at the work the team is doing (Ilse, Ka'Ryn, Kishan, and Lionel) please check out this Gdoc.
- LACOE program may count college TSOL classes for credit and limit the credentials length
  - **Write a letter to the State (based on FUHSDs) requesting Master;s in TSOL = ESL teaching credential**

### 2. **Finalize Financial Compensation for WG Members & Co-Chairs** (9:45-10:15am)

- Hope to have clarity of this by October meeting
- See document for co-chair work breakdown: Workgroup Co-Chair Compensation
- Check with Ilse and Ka'Ryn to see how they compensate wg members/co-chairs
- Co-Chair Doc recap for minutes:
  - Summary statement of each workgroup;
  - Vision statement of the workgroups.

- Time commitment:
  - Estimated 3 hrs per month
  - Additional pre-approved activities
- Compensation: Why statement on the reason for the compensation over normal pay.
  - Adult School:
    - \$75/hr paid at an hourly rate or through a differential depending on your job description (confirm with your supervisor).
    - All three adult schools need to agree upon paying the staff \$75 for just 3-5 hrs a month.
- College:
  - Faculty: \$75/hr non-teaching assignment stipend
  - Staff: speak to you supervisor
  - Valerie is going to check guided pathway model for how faculty/staff co-chairs get paid
- Beginning of the year activities:
  - June WG Co-Chair Retreat:
    - Familiarity with the annual & 3 yr plan
    - Guiding Principles
    - Mission statement
    - Vision for the upcoming AY work
- Meeting Prep:
  - 1 hour Working with consortium director on the agenda
  - Continue strategizing activities for the AY
- Meeting:
  - Working with consortium director to ensure participant engagement
  - Helping facilitate meetings
- Post meeting:
  - updating the annual plan workflow spreadsheet
  - Meeting reflection
- Once a Year:
  - Report to LB
  - Helping with the process of recruiting, training, and electing new co-chairs
- \$60/hour or differential (~~for co-chairs only since Work Groups should be part of job description and any teachers can ask for extra hours.~~ I think we decided that both co-chairs (\$75?) and members (\$60?) would receive the differential, just co-chairs would be at the higher rate.
- Community College members as well as Adult School members should both be present, but there should not be penalties for absences
- Co-Chairs need to meet ahead of time (1hr/month) to set agenda
- Only official Work Group members should attend meetings (should be equitable)

- Set something in writing – Faculty/Members \$60 and Co-Chairs \$75?
- For any inquiries to status: “we are working on it” (Jenée let all WG members know the LB was actively working on this).
- Jenée talk to Ilse and Ka’Ryn about how pay is handled for consortium work
- Look at in-kind expenditures:
  - There are a number of consortium members that we are not counting in this wg compensation (LB members), because we presume their CAEP work to be part of their job. Let’s confirm that is what we're all doing still.
    - Jenée ask TAP– for in kind monies, does it benefit consortia and our State reporting admin hours that are included in members job description.
    - Does the State want to know the true cost of CAEP programs including the cost of labor for leadership board members (where CAEP specific work is included in job description). These cost would be reported as in kind.

### 3. Break (10:15-10:25am)

4. **CASAS Testing / ESL Waitlists** (10:25-11:25am) This is a State level conversation. Neil Kelly sent out an email to a handful of Director’s asking if they were having this issue- all responded a resounding YES. All stated the teacher shortage. Those we could not test may indicate unmet need. (Data WG: ESL CASAS Testing/Class Placement Doc)

- Draft a letter (copy/paste the one Lori sent) to Local Representatives, the Governor, and CC Chancellor- asking that CC teachers with a Master in TSOL have emergency credentials for adult ed teachers
- This could be promoted to adjunct faculty
- MVLA:
  - August CASAS Tests:
    - Total tests: 165
    - 4 tested out (students given resource sheet, meet with Transition Adviser for transition options),
    - September Testing Interest List: 112 (64 were MVLA residents) from 1st Placement Test of the year,
    - ESL Class Waitlist:
    - Other CAEP Class Waiting Lists:
  - September CASAS Tests:
    - Total tests: expecting 75 on October 5
    - October Testing Interest List: 56 (53 MVLA residents)

- ESL Waitlists:
  - Other CAEP Class Waiting Lists:
- MVLA definition of waiting list vs interest list students:
  - Waiting list students: Courses are year long, and a certain number of students are brought in monthly to test. If there isn't space in the level they test into, then they are put on a waiting list and usually wait for about a week to a month before being let into the class when spaces open up (students get promoted throughout the year or some students stop attending or need to drop for various reasons).
  - Interest list students are students who try to sign up for testing but the monthly testing session has reached its capacity. They are put on an interest list to receive an email and text message to try to sign up for the next testing session.
- MVLA tests monthly (we also have higher numbers testing into the lowest three levels than we have recently seen as noted by FUHSD-unexpectedly large numbers of Turkish speakers and Spanish speakers from central and south America most notably Colombia, many fewer Mandarin speakers.
- Large numbers of callers/walk ins about next test many from MV and others from Sunnyvale and Palo Alto looking for spots- given that MV and LA residents get priority we anticipate turning away significant numbers of students from other cities in October
- FUHSD:
  - Notes from FUHSD's meeting with Marc Berman's office
  - August CASAS Tests:
    - Total tests: 292
    - 38 tested out, receive a transition resource sheet. May meet with a transition counselor, referred to CTE/GED as appropriate.
    - October Testing Interest List: 225.
    - ESL Class Waitlist: 50 students- all at Intermediate Low or lower
    - Other CAEP Class Waiting Lists: None
    - In August, 120 tested at beginning high or lower, which is not the norm for them. Transitions to colleges ESL could be lower in the next coming year. Run a demographic report to see where these students are coming from. Interest
    - Testing is expensive & concerned about not being able to open enough classes due to teacher shortage.
- PAAS:

- August CASAS Tests:
  - Total tests: 161
  - 12 tested out (Course selection of Transition to Career or College, Job Search Skills, Writing Academy, English Enrichment)
  - October Testing Interest List: 120.
  - ESL Class Waitlist: 2
  - Learn English at Home: used as a holding spot
- Key Challenges -
  - Lack of Certificated Instructors (each AS will receive 2 stipends for teacher credentialing program),
  - lack of classroom space
  - Lack of testers to serve unmet need
- Potential Solutions:
  - Teaching credential stipend (funds set to be ready by 11/1)
  - Reach out to ESL Deans/ Chairs at the colleges to see if any teachers (adjunct/full time) would be interested in teaching at the AS. (please note that the barrier here is that instructors at the AS's are required to hold CA teaching credentials-SK)
    - **Writing consortium letter to chancellor, Gov, local reps saying we need this**
  - Joselyn Perez ([perezjoselyn@fhda.edu](mailto:perezjoselyn@fhda.edu); 408.905.7796) is scheduling tabling at the adult schools--during ESL testing (or when appropriate)--to help with the warm hand off. Please be sure the AS websites/flyers reflect Joselyn as the main contact from Foothill Outreach.
  - College holding classes:
    - NCEL405: Internet and Computer Use for English Language Learners
      - For this first class- see what interest we get form AS before we try to get payment points.
      - Start this in the Winter Session- Valerie already has an instructor.
      - Need a computer classroom (AS computer classrooms are in short supply, so offering at FH Sunnyvale campus.
      - Wed/Friday 9-11:50 AM (need to check with instructor (Sharon)
        - Hybrid. Valerie is asking the department.
      - embedded tutor
        - Not a good fit for this class
        - Tech ambassadors
        - Tutoring center at Sunnyvale

- Most support needed from transition staff in ccc apply and registration, getting to campus, parking, getting to class, and maybe
  - o Advisory is NCEL 411, so find out what level/skills that would be at the adult schools and have the transition staff help the students self place with this info. (look at the document that the CAA wg did on aligning skills and levels between as and cc)
  - o (Valerie) There is an advisory on the 405 COR: Advisory: One of the following NCEL level 1 courses is recommended: NCEL 411, 412 or 413.
  - o (Valerie) There is an advisory on the 405 COR: Advisory: One of the following NCEL level 1 courses is recommended: NCEL 411, 412 or 413.
  - o Target population: CASAS test outs / Dual Enrollment students / Students on a waitlist
    - Can we leverage service options at the AS in lieu of course enrollment. That way we can serve students who are waitlisted or test out of CAEP funded ESL courses but not quite ready to matriculate to the CC.
  - o Could this be a dual-enrollment model for NCEL405 where an EL Civics digital literacy assessment is administered to qualify for payment points?
    - Randy mentioned a mirrored curriculum where you open up different sections for each adult school to separate attendance.
    - Adult schools need to sort out:
      - How hours would be captures for EL Civics
      - How would we track the attendance hours
- Potential for Dual Enrollment expansion to CCAP: (Josh) A CCAP agreement is worth considering if we want to create closed dual enrollment pathways. AB 102 Holden makes this possible. Link to more info.
  - o Adult School details to be determined with signed and updated legislation (AB 102).
  - o Benefit of CCAP: closed course to the general public.



- Future Options For AS students who graduate out of ESL or want higher level dual enrollment:
  - [NCEL 425](#) • DEVELOPING LISTENING & SPEAKING SKILLS
    - NCEL 413 or higher ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II

5. (11:25am-12pm) (If Time) Continue Updated NSCCC Bylaws: Still to be worked on:

- Mission
  - Short and sweet version of the purpose and vision statement
- Purpose and Vision
  - Look through all the schools statement listed on the Bylaws doc and highlight aspects you like
  - Add other statements/ideas
  - Jenée- get the poem off of the July 2021 minutes
- Guiding Principles
  - Look at Foothills Values (on Bylaw doc)
- Measure success by these quality indicators:
  - Look at Foothills (on bylaws doc)
- Accountability Statement and agreed upon meaning (outside of CAEP language)
- Equity Statement

At the end of the Jon, Lori, and Jenée discussed HSD credits–

- MVLA 200 FUHSD 180 credits
- Should we lower them consortium wide to 150?
- FUHSD has looked into it. Both MVLA & FUHSD have small programs
  - Combine them? Look into it
  - Different demographic = different credit level (standard)
    - MVLA (mostly younger student, so standard of test needs to more align with high school 220 credits)
    - FUHSD: (mostly older adults (30+) returning to school, so not as crucial to align to HS 220 credits)

Mentioned the CALPRO Equity training to Lori, Tom, and Jon

- All interested
- 6 weeks could be too much of a commitment
- Maybe go with the shorter workshops
- Ka'Ryn emailed back that she was interested