

November 2022  
Leadership Board Meeting  
Working Agenda/Minutes  
Friday, 11/18/2022  
9am - 12pm  
De Anza College | Room Admin 109  
21250 Stevens Creek Blvd, Cupertino, CA 95014  
Free parking

*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*

In attendance:

A. Items for Information: (9:00 – 9:45am)

1. Agency Updates:

a. FUHSD:

- i. hired two esl teachers; Interest list 300 to test.
- ii. GED program going well- practice sessions went well and was full.
- iii. Need CNA instructor
- iv. K12 success is working hard to get the pre-schoolers & parents up to speed due to not being in school
- v. Have been E-testing for 10 years now
- vi. Some renovation happening, but no actual moving

b. MVLA

- i. Long interest list 25-30 (within 1st 3 days after reg + 100 from last time)
- ii. ESL Registrations for next placement test are full, Most ESL classes are full
- iii. Placement test in December and all e-testing
- iv. Winter- will have larger testing ability but doing it less often
- v. Starting January - full adoption of e-testing for ESL placement (added writing sample and interview component)
- vi. Looking for CNA instructor (PT day)
- vii. Limited CAEP budget
- viii. Have employers come by in the evening to recruit evening students for new job opportunities
- ix. Scheduled their annual community college field trip in March 2023 , Foothill College and Sunnyvale Innovation Center and had daytime Job Fair
- x. WASC advisory event went well - well attended by business/industry, community and ccc partners
- xi. New program: IET: advanced ESL writing and microsoft word course (articulation w/ Mission) (use CANVAS)
  1. Serve the student who test out of highest level of ESL
  2. 3 days a week ESL

3. 2 days a week microsoft word
  4. FUHSD through TE can transfer CASAS test scores between agencies
    - a. Send info to FUHSD / PAAS so that it can be an option for their test outs or high level ESL
  5. Discuss pathways with De Anza business courses
  6. Articulation w/ Foothill Accounting
  7. Submitted RFA for WIOA
- c. PAAS
- i. In WASC mode- visiting committee with Tamalpais (great GED & ESL programs)
  - ii. ESL is growing- need of instructors
  - iii. Working on testing center and going to etesting- ordering chromebooks
  - iv. Stated an ESL computer basics class- 4 sessions
- d. Foothill
- i. Registration for winter opened this week
  - ii. ESL for Child care providers (zoom)
  - iii. NSEL405
  - iv. Spanish for healthcare worker (credit) online- Winter async 3 hrs a week 35 seats. Jenée send out course
  - v. Janie 50 reassigned (looking for a new temp hire to help with that) working with Teresa. Joselyn- still in outreach
  - vi. Page's onboarding going well
  - vii. ISER (WASC for CC)
  - viii. Looking for new President & Chancellor (district)
- e. De Anza
- i. Microsoft (CIS99 & CIS 1,2,4)
  - ii. Search for vp instruction
  - iii. Workforce and CTE Division (Randy, Vinn) (Trisha, Christian, Felisa)
- f. Jenée: new work phone number: 408.690.4127
- g. CAEP summit went well, consortium praised, good dialogue, 78 people in training
2. Approve October Agenda **Approved**
  3. Upcoming Trainings
    - a. 12/2 Bay Area Regional Training - Adult Education: A Gateway to College and Living Wage Employment 9:00 AM - 12/2/2022
    - b. 12/14: CAEP Accountability for 2022-23: (not on events page yet)
   
<https://register.caladulthood.org/Home/EventDetail/593>
  4. Due Dates:
    - a. **Nov 30:** 22/23 Member Program Year Budget and Work Plan certified by Consortia in NOVA \* (Extended for 2022)
    - b. **Dec 1:** July 1, 2021 to June 30, 2022 Program Area Report (Instructional Hours and Expenses by Program Area; actuals) in NOVA and Certified by Consortium\*

- c. **Dec 1:** 20/21, 21/22 & 22/23 Member Expense Report Due in NOVA (Q1) (**Certified 12/31**)
  - d. **Dec 31:** End of Q2
5. Novaworks meeting update - Slides Link
- a. Jenée to meet with Luther and Theresa Woo (DOR) (12/1) to discuss planning employment symposium at Stanford and Policy change teaching credential letter
6. Teaching Cred Stipend/ALLIES Documents (Activity #1.1D)
- a. NSCCC Adult Ed Credential Stipend Administration Guidance.docx
  - b. SCCC Adult Ed Credential Stipend Applicant Overview.docx
  - c. NSCCC Adult Ed Credential Stipend Letter of Intent.docx
  - d. NSCCC Adult Ed Credential Stipend Application.docx

**B. Items for Discussion: (9:45am - 12:00pm)**

1. Transition Vision Discussion (Jamboard w/ 6 frames) (9:45- 10:45)
- a. How does your agency define transitions? (CASAS goal categories: educational, career, employment, personal?)
  - b. How does your agency determine its goals for transitions: student input & organizational input?
  - c. What are your agency's strengths for transitions?
  - d. What are your agency's goals for transitions? How do they differ between ASE & ESL students?
  - e. How does your agency plan to meet those goals (dual enrollment/co-timed dual enrollment/articulation & dual enrollment/mirrored classes/bridge classes/Short Term CTE/IET/adult school to adult school/adult school to college/other)?
  - f. How does your vision help support your students' goals and instill academic capacity in our students- especially for our ASE students? (How can we help them see themselves as academically capable?)
  - g. What aspect of your vision do you want to grow?
  - h. Where do you see the consortium being able to help this vision? What resources do you lack? What tools do you need?
  - i. *Please share any additional areas of thought for this discussion, thank you.*

Additionally, How can our individual agency and consortium wide vision for transitions help inform these consortium needs:

- Guiding principle for the work groups
- three year/annual plans
- consortium mission and vision statement

Additional notes:

- Admin will need integration & professional development training, show receipt, then need signatures, then will be sent to Evergreen Foundation. Many staff don't even apply.
- Younger students with less English are more job focused. CAEP Transitions Chart needs to reflect this. Should include all CAEP funding, including Adults with Disabilities. If moving to more non-credit, why aren't these counted? Too linked to WIOA.
- Schools like FUSHD prioritize helping potential students on waitlist before looking to create transition classes, although they do partner with other schools for this.
- *Leveraging resources.*
- Acknowledging more consequences of dropping classes in colleges than in adult schools.
- *Program Mapper* needs to align with CTE (now general vocational ESL classes).
- *Health Navigators* (Foothill Partnerships) are health advocates, good for bilingual students and great add on for interpreters
- Dual Enrollment and Bridge classes should be next steps and tests should transfer easily between agencies (like CATEMA registering students at Mission College).

<https://missioncollege.edu/depts/career-education/articulations/documents/mc-catema-student-startguide.pdf>

*Need to focus on Healthcare, Business, Early Childhood and make sure pathways are viable (how do they tie in to College Promise?)*

Break (10:45-11)

2. Plan Mission / Vision Statement Meeting (Jamboard) (11-12pm)

a. Idea #1:

- i. Have 2 Equity Training at upcoming LB meeting
- ii. invite co-chairs (other NSCCC members)
- iii. Spend remaining time working on mission & vision statements

b. Idea #2:

- i. Spend the time working with each other utilizing ideas on the Jamboard