March CAA WG Meeting: 3/3/23
Link:
Attendees: Co-Chair: Raji / Tom, Gina,   Bob, Simone, Sarah, Christine Chai, Cody P, Julie, & Jenée

Agenda:
1. General Agency Updates (1:00–1:15pm)
2. Look at Annual Plan Activities and start finishing up any existing work (1:15–2:00pm)

Goal/Outcomes For Meeting:
Goal: Start finishing up outstanding work from Annual Plan
Questions/Outcomes: 1. What has been accomplished and what does that look like on your campus?   2. What work still needs to be done?   3. How can we accomplish it by the end of the AY

Meeting Activity: Re-visit the two Annual Plan Activities for the CCA WG to answer the questions and accomplish the outcomes stated in the section above.

Activity #2.1A ~~Expand Child Development Pathway with ESL Bridge (CAA Lens)~~ Health Care Pathway Project

1. Need more rigorous data to see what kind of support the 401 students need and if they are moving on to credit classes?
    a. Need more time to accrue data (using PC to see the persistence rate)
    b. Need more students to take the course for more robust data
        i. Co-enrollment in this course has many barriers
        ii. Anecdotal (s/p) evidence shows that Adult Students want to finish ESL before they move on to CTE
        iii. For our cte pathways- have clearer job outcomes at the end that the student can see and identify with. We need to make clearer maps for the students.
            1. Where are the pain points
            2. Where are the incentives
            3. What are the options for employments at the end

2. Investigate the feasibility of modifying existing ESL courses and/or find effective resources (i.e., embedded tutors, software, texts, online curriculum) to support ESL students in CTE pathways)
   a. **We decided not to modify existing AS ESL courses**
   b. **Leveraging Existing ESL options at the colleges:**
      i. **EX: Foothill NC401 (ESL CHILDCARE PROVIDERS)**
         1. **It is already on the draft schedule for the 23-24 school year. What is TBA is the day/time**

3. Create a document (or advisory?) that shows the ESL/language levels needed for students to access classes in CTE (dual enrollment pathways
   a. start by assessing one CTE pathway from each adult school.
      i. **Do we want to create a crosswalk for Health Care? (Can these be a starting point?)**
         1. **Breakdown each end goal in HC (job) and what type of language skills are needed (reading, comprehension, vocabulary, writing, speaking)**
            a. **Look at LM to see skills needed**
            b. **Look at PC to see where students stop out or persist in this pathways**
               i. **see that students who tested out of AS were entering at certain levels of ESL at CC... It would be useful, I think, to use the data along with success rates to create an alignment document.**
            c. **Take placement between each colleges into account in this**
               i. **At FH- look back a few years before guided placement to see if there are any differences**
         2. **Then see how those match up between adult school ESl and college.**
            a. **Gina shared an alignment tool used to counsel students.**
            b. **Bob will ADD his alignment document here.**
            c. **Does PAAA & FUHSD have a crosswalk like this?**

4. Provide students transitioning from the adult schools with resources and support needed to access and complete assignments in the college's learning management system
   a. **COUN5 helps with this**
   b. **Need to keep tracking our cohorts to see what kind of supports were beneficial and where more is needed**
   c. **Does anyone have any other input?**

5. Tech bridge: Support for online learning modalities (especially Canvas). CC can give Canvas accounts. AEs do not- we have access to Google Classroom or Schoology. Do the activities tie together here?
   a. **ESL/ASE students have access to COUN5 for this**
   b. **ChildDev do not need this extra help**
   c. **Any other inputs?**

6. Provide adult school students with opportunities to explore the CTE pathway programs offered at the community colleges (e.g., CTE pathways fair; orientations with adult school and college instructors, etc).
   i. **We are doing this**
   ii. **input on how we can do it more?**
   b. From SS WG Activities: Create CTE flier with main CTE offerings at Adult Schools and Colleges
   i. **Jenée to start this**

#3.1A Transition Activities **(Articulation Project Team)**

1. The curriculum and alignment group should work to streamline and unify the classes and activities. There are several different transition classes and activities at the various schools in our consortium with the goal of serving more students. <mark>What students are we focusing on and how can we help them?</mark> For example:
   a. Determine what dual enrollment opportunities could serve as the class(es), workshop(s), service(s) for the (i.e. Counseling classes at the CCs) adult school students' transition to college/career.
      i. **DA COUN5 happening this Spring:** PAAS Transitions Advisor will meet with all AdvLow students who are timing out of our program to offer this class.
      ii. **input on how we can do it more?**
      iii. **B**ased on our experience, we (PAAS) have found it most appropriate for our **advanced-low** students (vs int-high). We focus on them for dual enrollment opportunities.

   b. PAAS Transition Class…
      PAAS is offering a **hybrid** Transitions to College and Career Training class for spring quarter for advanced-level students. (March 21 - May 24, 2X/week)
      a. Enroll students into appropriate ESL college classes (credit or noncredit)

i. **We are doing this:** PAAS: Having dual enrolled students meet with the appropriate DeAnza/Foothill Counselor to determine the appropriate class(es) for them (ESL Credit/Non-Credit recommendation)

ii. **Input on how we can do it more?**

c Enroll students into appropriate ESL college classes (credit or noncredit)

b. **We are doing this**

c. **Input on how we can do it more?**

e Field trips/visiting bridge courses to give students an introduction to college campuses.

d. **We are doing this:** PAAS Transitions Advisor took AdvLow Students to DeAnza's Opening Day in the Fall. In April PAAS is hosting a 2 Day College Fair: DeAnza/Foothill counselors will come for an information and then application session

e. **Input on how we can do it more?**

d Survey students to assess the benefits of the class

f. **Doing this in CHild Dev & COUN5**

g. **Any other inputs?**
Getting feedback from students and teachers on dual-enrollment experience, such as informal feedback that DeAnza's pronunciation class was (is) too difficult for our online intermediate level students.

h. **Input on how we can do it more?** PAAS can (and will) develop and administer a Google form survey for our dual enrolled students.

Meeting Notes:

Foothill: ESL Placement brochure:

file:///Users/jdcrayne/Desktop/New%20ESL%20Brochures%20012423.pdf

Foothill: mirrored Non-Credit through Adv. Grammar happened at the same time DeAnza began to offer Non-Credit.

Need a better system for information to be dispersed through out the consortium. Could this be in the quarterly update?

What info:

Work being done

Updates to placement & Updates to dual enrollment

Updates to college ESL / CTE Departments

Updates to Adult School offerings & College info nights?