September CAA WG Meeting: 9/16/22, 1-2:30pm (iCal invite already went out)
Zoom
Attendees: Raji, Iva, Janie, Valerie, Tom, Gina, Bob, Simone, Lynn, Mali, Josh, Jon, & Jenée

Working Agenda/Minutes

1. Do we want to record the meetings this AY? Yes, following the same guidelines as Data WG.
   a. Data WG's Recommendations: Yes, we agreed to record all meetings. They will not be posted anywhere, just used for reference– when needed. They will be discarded at the end of the AY year, after that year's annual plan has been turned in (most years that would be August).

2. Bring your calendar as we will set meeting dates for the rest of the year at the next workgroup meeting on Sep 16th.
   Oct 7th, Nov 4th, Dec 2nd, Jan 13th, Feb 3rd, Mar 3rd, Apr 28th, May 12th; 1:00pm-2:30pm, via Zoom.
   - ical/zoom links went out 9/16 after the meeting (Jenée)

3. #3.1A(A): Analyze data of how many people test out of your ESL levels at the Adult Schools (August 2022 tests). Data WG helped prepare these numbers and this was their conversation regarding them:
   a. MVLA
      i. 165 tests, 4 tested out (students given resource sheet, meet with Transition Adviser for transition options),
      ii. Interest List (Those we could not test may indicate unmet need) had 112 (64 were MVLA residents) from 1st Placement Test of the year,
      iii. ESL Class Waitlist:
      iv. 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.
      v. 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
   b. FUHSD:
      i. 292 tests, 38 tested out, receive a transition resource sheet. May meet with a transition counselor, referred to CTE/GED as appropriate.
      ii. List: 225. Concerned about not being able to open enough classes due to teacher shortage.
      iii. ESL Class Waitlist: 50
      iv. 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

c. PAAS:
   i. 161, 12 tested out (Course selection of Transition to Career or College, Job Search Skills, Writing Academy, English Enrichment)
   ii. Interest List: 120.
   iii. ESL Class Waitlist:
   iv. Learn English at Home: used as a holding spot
d. Key Challenges -
   i. Lack of Certificated Instructors (each AS will receive 2 stipends for teacher credentialing program),
   ii. lack of classroom space
   iii. Lack of testers to serve unmet need
e. Potential Solutions:
   i. Teaching credential stipend
   ii. 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)

   iii. College holding classes:

   1. Foothill:
      a. (Advanced Beginning) Noncredit ESL prep for college (NSEL 403A) & NCEL 400 Bridge to College (future/winter (Bob asked))
      b. In future: Valerie could hire this faculty member
   2. Late Start Classes (October - Dec):
      a. Late start classes still need the same amount of instructional hours as a regularly scheduled class
      b. Termspan: start in fall continue in the winter (potential late start workaround)
      c. 30 day rule for classes- for publishing classes- this would be an open enrollment class- holds spaces for as students
   3. NCEL405: Internet and Computer Use for English Language Learners
      a. Start this in the Winter Session– Valerie already has an instructor.
      b. Need a computer classroom (AS computer classrooms are in short supply, so offering at FH Sunnyvale campus.
      c. Friday AM
      d. (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.
      e. Target population: CASAS test outs / Dual Enrollment students / Students on a waitlist
         i. 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.

        f. 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.

           i. Adult School details to be determined with signed and updated legislation (AB 102).

           ii. Benefit of CCAP: closed course to the general public.

        g. Could this be a dual-enrollment model for NCEL405 where an EL Civics digital literacy assessment is administered to qualify for payment points?

4. Future Options For AS students who graduate out of ESL or want higher level dual enrollment:

        a. [NCEL 425](#) • DEVELOPING LISTENING & SPEAKING SKILLS

           i. NCEL 413 or higher ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III

5. Joselyn Perez (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.

        a. Foothill is providing in-person Outreach support (presentations, applications, registration) as well. Janie can liaise with De Anza Outreach as well to provide joint college support.

           i. FUHSD (best CASAS testing workflow): discuss with Janie/Joselyn

           ii. PAAS (best workflow): discuss with Janie/Joselyn

           iii. MVLA (best workflow): discuss with Janie/Joselyn

               1. Update messaging on website for the best pathway for

6. PAAS: has the late start Transition class (online/once a week): At the moment have PAAS focus on their own students

        a. Get data to see how effective this class is for students. See if it can be an option for other FUHSD/MVLA. Or does Counsling 5 become the norm for transitions in the consortium?

4. Action Steps:

- AS bring in their WIOA ESL Student Goals Assessment:
  - Get to Jenée by 9/30
- Do the AS want to schedule tabling sessions with Joselyn?
  - FUHSD: yes
  - MVLA: yes
  - PAAS: yes
- Foothill: going with NCEL405 winter session (Sunnyvale campus) / TBA due to instruction (maybe Friday 8-noon?) normally 2 days a week
  - a. Valerie: 10/9 class info goes to the sch. AS: Get info to Valerie before then about best schedules

b. AS: Discsull saved seats (FUHSD is having an application workshop) Should MVLA/PAAS, too? Promote the 405 class?

c. Target population: Dual Enrollment/test outs/waitlist

d. Josh/Janie: Can it benefit from being a CCAP course? So the waitlist/test outs are still counted as adult school students?

e. Schedule: Mirror the times that the prospective students were intending, ie. morning or evening

f. FUHSD?: Find/Hire AS embedded tutor

g. AS: What level AS ESL are we promoting this as a dual enrollment?

h. AS: What level AS ESL are we promoting this as a holding class for waitlist students?

i. Jon: How can AS align this with COAP / payment points?

- Data WG – Potential Future Questions: See (Data WG: ESL CASAS Testing/Class Placement Doc)

    a. Can we look at the AS's Interest List (Those we could not test may indicate unmet need) and see how many of those students were placed & how many remained as an "unmet need" in a two month timeframe (on/before the November series of CASA's tests)?
        i. MVLA: 112
        ii. FUHSD: 120
        iii. PAAS: 120

    b. Can we look at the AS's Waitlists / tested but not placed in a class (unmet need) and see how many of those students were placed & how many remained as an "unmet need" in a one month timeframe (on/before the October series of CASA's tests)?
        i. MVLA:
        ii. FUHSD:
        iii. PAAS:

==5. Did not get to this section:== Check out existing non-credit offerings at [Foothill](#) and [DeAnza](#) to see how the adult schools can leverage current offerings through dual-enrollment for their ESL, ASE and CTE students, WITHOUT having to create a transition class. **Action Item:** MVLA & PAAS: look at the non-credit assets at the colleges to see if there are pathways that already exists that align with what the individual adult schools already offer or that their students will be interested,

c. **MVLA & Foothill Potential Alignment:**
    i. [BIOLOGICAL & HEALTH SCIENCES NC COURSES](#):
        1. No courses listed by name but could possibly align to MVLA healthcare programs
    ii. [NCBS 405 BASIC SKILLS](#) (Is this tutoring?)
        1. W/ MVLA [Business Accounting courses (Certificate)](#)?
            a. Accounting 1A: Principles of Small Business Accounting
            b. Accounting 1B: Principles of Small Business Accounting
            c. Payroll Records and Procedures
            d. Quickbooks Pro

d. **MVLA & De Anza Potential Alignment:**
    i. [De Anza noncredit **CIS** (Computer Information Systems):](#)

1. CIS 308: Personal Computer Security Basics

2. CIS 318A: Introduction to Unix/Linux

3. CIS 340: Introduction to Programming in Python

4. CIS 398: Digital Imaging Software (Photoshop)

5. CIS 399: Office Software Applications

   ii. W/ MVLA [Coding Academy](#):
      a. Intro to JAVA, Intro to Python,
      b. Intermediate Python,
      c. Adobe Photoshop,
      d. Web Design Fundamentals with HTML and JavaScript
   2. MVLA [Certificate Programs](#):
      a. AWS (Amazon Web Services)
      b. Google Applied Digital Skills - Entry Level Project Management

e. PAAS:
   i. PAAS has its own Transition class
   ii. CTE: Workforce Pre Classes
   iii. Higher level ESL community engagement classes ($)