

January CAA WG Meeting: 1/13/23, 1:00-2:30pm

Link: <https://fuhsd-org.zoom.us/j/91232680018?pwd=d3kwbjhodE9COUgvc05sMW8xei9TUT09>

Attendees: Raji (Co-Chair), Bob, Josh, Randy, Mali, Cody, Janie, Joselyn, Amy, Christine, Leah, Vins, Sarah, Sripriya, Tom, Lynn, & Jenée

Working Agenda / Meeting Minutes

1. Agency Updates:

- FUHSD
 - i. Testing Mostly Intermediate levels (lower third of esl spectrum) many are from Columbia
 - ii. At capacity with waiting lists
 - iii. Retention good- don't want to lose their spot
 - iv. High School is also seeing more EL learners
- MVLA; at capacity in evening and almost in am with just residence
 - Am: is mostly higher levels
 - PM: lower levels
 - i. Retention good- don't want to lose their spot
Columbia, El Salvador, Nicaragua, Turkey, Ukraine,
 - ii. High School is also seeing more EL learners
- PAAS: full test, waiting list, lit at night waiting lists, am more intermediate (full capacity)
 - i. Retention good- don't want to lose their spot

2. Discuss CTE Pathway: Foothill: IET (Integrated English Training) Integrated program for Community Healthcare Workers

- 3 AS partner with Foothill for an Integrated English Literacy and Civics Education (IELCE) pathway.
- Background of where this pathway came from (LB)
- CTE Components offerer simultaneously with an ESL course
- Colleges used to call this IBest
- Rebecca Ryan lead at the college on this
- Good opportunity for ALLIED Health workers waiting for other jobs

- Meeting Goals:

1. Learn about what the college is already offering in this pathway
2. Discuss what adult school courses fit into this pathway - Medical Terminology,
3. Discuss counseling/bridge dual enrollment possibilities

4. Discuss how the adult schools and colleges can best schedule courses for this pathway that fits student needs
5. Use this pathway to start creating the steps in the Pathway Implementation Workflow

– Brainstorming Ideas:

1. What classes does this certificate include? These classes fit within the Health meta major
 - a. (1) HLTH 21 Contemporary Health Concerns (transferable)
 - b. (2) HLTH 101 Introduction to Community Health Work (transferable) (winter 24' only)
 - c. (3) CNSL 6 Exploring Leadership (transferable)
 - d. (4) INTRN 50 Internship (transferable)
 - e. Course sequence flexible except for HLTH 101 (winter 24' only) & INTRN 50 (?)
 - f. Estimated Timeframe: 5 – 9 months
 - g. <https://foothill.edu/health/>
2. Examples of work within this field:
 - a. preventative work
 - b. chronic disease management
 - c. health education and outreach
 - d. informal counseling
 - e. health advocacy
 - f. health navigations services
 - g. health behavior change
 - h. violence prevention

Community Healthcare Worker (foothill.edu/health)

- Certificate of Achievement, 14 units, 9 months
- Provides foundational framework in
 - public health
 - health education
 - entry-level skills into clinical care & patient adherence
- Areas of work include:
 - preventative work
 - chronic disease management
 - health education and outreach
 - mental counseling
 - health advocacy
 - health-navigations services
 - health-behavior change
 - violence prevention
- Salary range in Bay Area: \$24-\$28 per hour
- Prepares student for multiple entry-level Allied Health careers
- Careers often require HSD/HRSE



FOOTHILL
COLLEGE

- i.
3. Partners:
 - a. Community Health Partnerships, Santa Clara Family Health Plan, Second Harvest Food Bank
 - b. Watch this [video](#) where the partners speak about their commitment to this pathway

4. This certificate is also good for ESL/ASE/HSD students.
 - a. ASE/HSD can the college credits be used as dual enrollment and count as HSD credits?
5. What are the ESL entry criteria?
 - a. Advisory: (Students have a comfort) with Post-secondary level English language skills.
 - b. Confirm with RR that the class sequence can be altered- take counseling first (because health classes are more academically rigorous (for all students))
6. What employers are willing to hire these students- do we have any who are already lined up? This will help with recruitment
 - a. *Potential Employers ? see 3. "Partners"*
 - b. \$24 - \$28 hourly
 - c. Internship course included (*is this meant to lead to employment? Is it paid*)
 - i. Students can (if eligible to work in CA) earn a \$5,000 stipend while in the CHW program
 - ii. Information from Rebecca Ryan regarding internships: "For students entering for the 2023-24 school year, the internships will earn a stipend through Community Health Partnership's HRSA grant. After that year, they may have continued funding. However, some internships may be unpaid IF the students cannot legally work in the United States (as required by the grant). Internships are completed in the Spring quarter (April-June). Students have two options for the program: Fall start (9 months) or Winter start (6 months). Both are 14-units with the 9-month option allowing for 3 quarters for coursework whereas the Winter start allows for two quarters for full certificate completion."
7. What is the entry class for this certificate?
 - a. What semester?
 - i. We will begin again in Fall 2023!
 - ii. (1) HLTH 21 Contemporary Health Concerns is recommended first class
 - iii. If course sequence is flexible- can the CNSL 6 be offered first as a dual enrollment opportunity?
 1. Spring 23 or summer 23'?
 - iv. (2) HLTH 101: Introduction to Community Health Work, **Winter 2024 only**
 1. *Is there any flexibility in this- offer other semesters than winter?*
8. Does this college certificate work for IET grants? Industry recognized?

- a. Adult Schools need to understand the hard requirements for these type of IET grants
 - b. How will AS incorporate these classes/certificate into 243 (IELCE) grant (LB needs to look into how this will happen)
9. Adult schools need to figure out the best scheduling for these classes and how they will fit into the college schedule
- a. Summer or possibly spring
 - b. Are we still looking at adding this on to an already existing AS ESL course- No
10. AS courses to add to this pathway
- a. Medical Terminology (MVLA & FUHSD)
11. Ideas for Contextualizing/ VESL this pathway:
- a. Ask if the college has any plans to make these IET/IBEST courses
 - b. Can these courses be offered as mirrored? (If not non-credit only)
 - c. Bridge Course Ideas
 - i. NCEL 400 Bridge To College (summer)
 - ii. NCEL 425 Developing Listening & Speaking Skills (summer)
 - iii. Reactivate (and rewrite) Foothill's ALLIED HEALTH for ESL course
 - iv. FUHSD has an ESL class that has this added ESL support (ESL Medical English)
 - v. MVLA advanced writing course- will have technical components (canvas, MS word, etc) to it and will help with writing assignments (236+ CASAS)
 - vi. MVLA is interested in creating a Medical Terminology Class (MVLA) that adds more ESL support to it that will help with this certificate in mind
 - vii. Add (more?) work skills (FNA soft skills) to these AS medical term, other bridge courses, and ESL courses
 - 1. Don't most current AS ESL curriculum focus on life/Employment "soft" skills already?
 - viii. Best time for bridge/dual enrollment classes: in spring or summer (potentially CNSL 6)

- Wait on this until LB has 2023-24 pathways finalized. Use this pathway to help create workflow of setting up courses/dual enrollment/info dispersal: Pathway Implementation Workflow Steps:

- 1. Pick the class (x) months in advance
- 2. (time x) Determine what type of dual enrollment opportunity this is: "at college", "co-timmed", "transition"

3. (time x) Send info in the Template for Dual Enrollment Information Dispersal to teachers and transition team
4. (time x) Set up Info Workshop at adult schools for these opportunities? Or does this happen in the adult school classroom?
5. (time x) Set up quarterly (as opportunities are available) group application/dual enrollment for workshops?
6. (time x) Determine if there enough adult school students / available teachers to open new section
7. Vins working on a detailed application worksheet- have a student