

**MINUTES: CURRICULUM ALIGNMENT AND WORK GROUP
OCTOBER 11, 2019 @ FUHSD ADULT SCHOOL**

Introduction of Meeting and Tasks

1. **Introductions. Present at this meeting: Robert Lanz (Foothill, PAA); Robert Borregard (PAAS, FUHSD), Dave Capitolo (De Anza), Randy Bryant (De Anza), Craig Norman (De Anza), Peggy Raun-Linde (Consortium), Magali Molina (De Anza), Vins Chacko (De Anza), Carvette McCalib (FUHSD), Abigail Christensen (Palo Alto), Simone Wojtowickz (Palo Alto), Abebe Galagay (MVLA)**
2. Overview of the strategies and what was decided at the Co-Chair retreat on 10/2/19 including the outcomes, evidence, and activities to take place during 2019-2020. Lots of discussion and questions about this.
 - A. Discussion of whether English competency was discussed in relation to the career pathway mapping.
 - B. Strategy 1: Key point is that we will focus on three key areas to start but we will map all adult school programs to both colleges. Once we have the maps, we will then take a look and ask the question “Now what?” To determine what else we would need to figure out including other prereqs (Math and English), articulated agreements, assessments, curriculum collaboration, etc.
 - C. Strategy #1b) We will articulate two classes to start. Key is to work one-on-one with faculty at the sites. Magali is interfacing with CTE at De Anza. Need Foothill CTE in room. Peggy will reach out. Start with accounting that has a verbal articulation between MVLA and Foothill and get that in writing; expand to include all adult schools including Magali recent meeting and work with MVLA about DeAnza accounting. Discussed making sure that all members of the consortium have the same opportunities to collaborate. Peggy will reach out to other schools and Julie Vo/Brenda at MVLA.
 - D. Strategy #2: Focus on placement measures for transitioning adult school students. Previous work should be the starting point (matrix, sample placement tests), etc. and discuss placement measures for the future. Craig stated that DeAnza ESL would like to keep their writing placement test. They just need to validate it. Discussed previous essay-norming workshop in the CAA Work Group. Group will first break out and come up with outcomes, evidence and activities for the strategy on this. Discussed potential expansion of data set to include all schools.

Breakout Group: Mapping

Accounting Discussion:

Accounting Articulation with De Anza: MVLA has recently met with Magali and given their curriculum to Magali who has passed it on to Moty. Accounting 1A and 1B from MVLA → ACCO 60, was discussed. Knowing this, Raji will now send FUHSD Accounting curriculum to Magali to go to Moty. Then a joint De Anza-MVLA-FUHSD meeting will take place. Peggy will also reach out to Palo Alto to be sure they have no accounting or plans for accounting.

Accounting Articulation at Foothill: MVLA has previously met and articulated accounting with Foothill. What, if anything, is in writing? Peggy will reach out to Julie Vo and to Teresa Ong. We would like to get that in writing and bring FUHSD and, if appropriate, Palo Alto into the fold. In addition, we need to bring FUHSD into that articulation. Currently Accounting 1A and 1B are articulated with Accounting 60 so the students can begin with the next class after 60.

Mapping:

Mapping of Business and Finance, Medical Science/Medical Tech, and Information Technology.

First Step: Create a google sheet which will be a matrix each adult school's classes (Raji), book that it uses, and which chapters the class covers. Will invite Julie and Alex into the google sheet as well. They will share relevant CTE classes for their schools on the spreadsheet. Will invite Vins and Magali into the sheet to put in prerequisite/advisory classes for Math and English needed and links to certificates and degrees that match.

Second Step: CTE Mapping is done. The map is under the relevant certificates.

Third Step: Is there anything that is duplicated at AS and CC and therefore needs an articulated agreement?

Step Four: Does a new path need to be mapped at the CC under non-credit?

Breakout Group: Placement Measures ESL

Reviewed some data: Palo Alto writing placement results and where they would place at De Anza. Data indicates that MVLA High-Intermediate students place at a lower level at DeAnza (Craig N.). PAAS Int High and Adv Low students place too low at Foothill (Simone W.). Conduct more writing placements this semester to get a greater sample from all three adult schools. The writing academy seems to be the determining factor for Palo Alto success in students placing at the 1A level based on the small data set reviewed. Want MVLA and FUHSD placement results to analyze where they would place.

Self-placement is policy @ DeAnza, and ESL dept is going to use writing placement, as will adopt that as policy, once it shows evidence that it is a valid measure.

Next steps: More data/placements; first week of December. Peggy will reach out to Sarah (MVLA) and Sabrina (FUHSD) about getting classes ready to take the DeAnza College writing assessment. Also share that they need to reach out to Craig to schedule a presentation about the program. Craig will talk with Thomas about funding to grade the placement tests. Potentially we could have about 30 students from each adult school to take the placement - so a total of 90+ students potentially.

Next Meetings: November 15, 1-3 at FUHSD Adult School; January 24, 1-3 at TBA; February 28, 1-3 at TBA.