

ERAЕ Basic Skills PAC Meeting Minutes

January 6, 2017

The Basic Skills PAC convened its January meeting with Al Humble, Susie Taylor, Pamela Blyth, and Ute Maschke in attendance. Ute shared an ERAЕ consortium update with the PAC. This included the good news that two additional transition specialists had been hired to deepen services. To serve our diverse community, one new specialist speaks Spanish, and one speaks Arabic. Ute also shared that work with a Social Media Coordinator will begin on February 1, getting the ERAЕ updated for social media like Twitter, Facebook, and Link'd In. Al and Pamela wondered about student confusion over the changes in the website URL. Ute stated that the adultschool.guhsd.net URL would be redirected to the new site: adulthoodworks.org.

Susie asked Ute about reissuing the stipend policy for the new semester, and Ute noted that some revisions were coming with regard to cross-PAC meetings. The PAC wondered if attending a cross-PAC meeting would count for a monthly meeting, and Susie encouraged the PAC to have each member take on one meeting. Susie also asked Ute what actions steps the PAC could embark on, and Ute encouraged us to continue visiting other PACs to find out how to feed into each other and to provide coordinated services. She also encouraged us to continue alignment efforts between consortium partners, and to explore how to encourage co-enrollment by aligning times of course offerings to accommodate student schedules.

The PAC briefly reviewed the new catalog and how the academic program is now presented. Al and Pamela thought that inserting a coupon for a free reusable tote bag with get students to come check out our adult education program.

Susie shared updates from the CTE PAC. A template for the academic portion of the new manufacturing classes (CNC and CADD) is being created, and it can be completely contextualized depending on the subject to be taught. Presently, there is no entrance assessment for the pilot CTE manufacturing courses, and the PAC wondered if the CTE PAC can direct students needing a review to the academic program.

Susie also shared the AWD report which highlighted several efforts at course creation, including a pilot graphic design course and three potential AWD courses (Computer/Intro to AE/ Learning Strategies). Susie urged the Basic Skills PAC to visit the AWD PAC and see how they could coordinate courses for the AWD population.

The embedded tutor pilot was announced, and Susie shared that the Advanced Academic Foundations writing course and the HSE Readiness course would host the college-trained tutors.

The remainder of the meeting was spent reviewing a new online developmental English resource from OTAN. Susie has sent inquiries about college consortium partners having access to the OTAN class and awaits a response. Al and Pamela requested the course to set up for each of the independent learning labs. Susie encouraged Al and Pamela to compare this online course with the recently developed college

readiness writing course which aligns with the GCCCD English 98 course. They plan to compare the alignment of these courses at the academic PLC meeting next week.

Susie rendered her resignation from the Basic Skills PAC and will continue as a support and resource.

The meeting closed at 2:30, and the next meeting is scheduled for February 3, 2017.

ERAE ABE/ASC PLC Meeting Minutes

January 13, 2017

The ABE/ASC PLC meeting commenced at 1:00 P.M. with the following in attendance: Gayle Toan, Al Humble, Georginne Parisi, Laurie Hamilton, Pamela Blyth, Amber Kiefer, Kim Bellaart, Susie G. Taylor, Gladys Uri, Joyce Liou, Robin Richter, and Jeremiah Stewart. After reviewing PLC norms, Kim shared updates on the academic program, thanking instructors for their contributions to the new catalog contents. She noted that salmon pay sheets need to be completed for the PD meeting and PD time on the Developmental English course. She introduced Joyce Liou, a Transition Specialist, and highlighted that fact that adult education students are actively receiving transition services to the next step in their pathway from leveraging partnerships with adult ed. entities and the consortium. Also, implementation is happening with contextualized academic and career learning with the new CTE courses.

Kim announced that a teacher from Chaparral would be joining our academic team. He has experience with online independent study programs and will assist us as we progress with efforts to initiate and expand online options for adult students.

Kim mentioned the managed enrollment pilots in Advanced Academic Foundations and HSE Readiness; absence policies were discussed, with 5 consecutive days absent as grounds for being dropped. Additional enrollment information included an overview of student retention efforts. Teachers should use the following gauge to identify the appropriate person to follow up with student attendance:

- Students enroll but never attend class---Academic Advisers
- Students enroll, attends, and stops attending—Teachers (keep notes)
- Students enrolls, attends, and has no contact for two weeks—Academic Advisers
- Students out of contact >30 days—Transition Specialists

Robin Richter and Kim shared briefly about the new writing course offered as direct instruction. The Advanced Academic Foundations course is aligned to the CCRS anchors, presenting the B through D bands of skills and content. Robin noted that the ability is diverse in the class of 20. 2/3 of the course is direct instruction and students seem engaged. This course is competency-based, so the product demonstrates learning achievement. Jeremiah asked about the type of citations expected in the course, and Robin noted that they would be basic in text citations, writing evidence-based sentences. Kim and Robin also noted that this course would be repeatable with different materials.

Susie shared an overview of Reading Plus programs and reports, noting that students can benefit from mini-conferences with instructors on their usage and efforts with Reading Plus. Susie highlighted the Instructional Summary, See Reader, and Class and Student Skill Group reports that identifies offline comprehension worksheets to extend and reinforce learning. Susie emphasized the importance of promoting the benefits of Reading Plus and making reading a joy instead of a labor. Many instructors agreed with this goal. Susie then conducted an informal survey on Reading Plus and teachers' operational, content, and application competency. Georginne does not use Reading Plus, so discussion occurred about access and training for the program. A few of the surveys indicated that content and

skills acquisition are still needed to fully benefit from the program. Susie plans to hold individual workshops and encouraged all teachers to use refer to the survey as they increase in confidence with Reading Plus.

Reading Plus Program Informal Survey	No knowledge	A little knowledge, need lots of help	Some knowledge, need help	Gaining confidence, need little help	Fully knowledgeat confident
Level of Mastery →					
Skills ↓	0	1	2	3	4
OPERATING FEATURES					
• Enrolling Students					
• Un-enrolling Students					
• Re-enrolling Returning Students					
• Accessing Reports					
• Accessing Learn Site					
• Accessing user names and passwords					
• Creating Current See- Reader Reports					
• Creating Instructional Summary Reports					
• Reviewing Student Assignments					
CONTENT					
• Analyzing See Reader reports					
• Analyzing Instructional Summary Reports					
• Assigning Comprehension Sheets					
APPLICATION					
• How do I encourage regular usage?					
• How consistent am I in reviewing student use and progress?					

<ul style="list-style-type: none"> • How do I link usage with skills needed for student's current course? 					
<ul style="list-style-type: none"> • How do link usage with college/career skills? 					

In addition to reviewing Reading Plus, Susie invited comment on the new OTAN Developmental English course that Kim had asked everyone review. The course will be used to expand access to students who have barriers to regular attendance; they will run like Independent Study, blending online work with face time. This blended learning has the backing of research. The instructors explored how an online English course might be used at the different levels of ABE, HSE, and HSD. During breakout time, these groups continued to review the OTAN course. The HSD group compared the alignment of the new Academic Foundations course, the new Grammar and Writing Course, and the OTAN course, deciding that all aligned with the CCRS, providing scaffolded writing opportunities for our students.

The meeting adjourned at 3:00 with the PLC Reflection Journal, and the next meeting is planned for February 10.

ERAE ABE/HSP PAC

February 3, 2017, 12:30 – 2:30 pm

Foothills Adult Education Campus, Conference Room

Agenda Item	Actions/Notes/Comments
1. Welcome A. Objectives & Anticipated Outcomes B. Introductions C. Note taking D. Minutes Review E. Quick Response	A. Review of accelerated courses and alignment of newly developed courses within and across programs B. In Attendance: C. By: D. Summary (Ute) and review of contact info E. In your view, what is the question/purpose that drives course development? In your view, what is acceleration? In your view, what is alignment?
2. Updates A. Consortium B. Adult Ed Programs C. Colleges D. Academic Programs E. Other	A. Ute <ul style="list-style-type: none"> • Stipend Policies • Cross-visits for PACs and alignment of efforts • Orientations (and clerk sheet) B. Kim – CTE programs (academic component) Ute <ul style="list-style-type: none"> • AWD proposed classes (graphic design, computer, intro to AE, learning strategies) • Embedded tutors C. (?) D. Robin (?) <ul style="list-style-type: none"> • Writing course aligned with English 98 • Summary of PLC meeting Ute – Selecting a new PAC chair E. <i>Open</i>
3. PAC activities – next steps	Forging (even) stronger connections to college
3. Course alignments	Alignment of content and schedules of courses that accelerate student learning

4. Course development	<p>New writing course and ... ?</p> <ul style="list-style-type: none"> • How does this course align with other classes? • How can this course function as a bridge to other classes? • How can the course be paired with other (also potential) classes?
5. Open Items & Next Steps	<ul style="list-style-type: none"> • ... • • ... <p>Next Meeting March 3, 2017, 12:30 pm</p>

Meeting Notes

Attending: Ute Maschke, Shawn Hicks, Al humble, Pamela Blyth, Kim Bellaart, Robin Richter, Georginne Parisi

1. Welcome

- Reviewed desired outcomes: Student transition to college and/or career.
- Note taking: Will rotate each month.
- Reviewed stipend guidelines.
- Quick Response: Discussion of what “acceleration” and “alignment” mean with regards to our adult education programs. Ideas of acceleration as going faster by focusing on the main goals of each class or contract by “straightening the path” and streamlining, does not include dropping key requirements, and acceleration as something that gains momentum over time. Discussed alignment in terms of standards and in terms of interrelationship between Adult Education and the colleges.

2. Updates

- Outcomes so far: 2 classes based on PAC work, the map work that has been done so far.
- Matriculating ESL students can take either ESL exam or Accuplacer exam to see which English course to start with. There may be some advantage in the ESL students taking the ESL exam, since that lets them start at a higher level. Discussion of some cultural considerations with Accuplacer.
- Ute provided feedback that some of the Adult Education course outlines seem “convoluted.”

- Ute is working to get embedded tutors in ESL and the academic programs.

3. PAC activities – next steps

- Review Robin's writing course and Susie's writing contract.
- Review writing courses and examine how problem solving skills are integrated or can be better integrated.
- Look back at maps, assess entrance requirements for credit classes.
- Review course outlines to see how they could be clarified or streamlined.
- See if rotating the meeting location would make it easier for our college partners to attend.

4. Pac Chair

- Need to assign a PAC chair.
- Chair receives additional stipend.
- Duties:
 - Organize collaborative meeting agenda
 - Chair meetings
 - "Push" action items along
 - Work to bridge gaps between adult education and colleges
 - Collaborate with other PACs
 - Participate in steering committee meetings
 - Manage documentation
 - 2-3 additional meetings with other PAC chairs

5. Action Items:

- **Robin:** Procure and send materials for both writing classes to all in advance of next meeting.
- **Ute:** Invite someone from the ESL PAC to come and discuss what we can do beyond what we currently offer.
- **Ute:** Investigate recruiting more college partners.
- **All:** Be sure to update your PLC with what is happening at the PAC.
- **All:** Consider whether you would like to serve as PAC chair, or who you would nominate as chair.

6. Next Meeting:

- Meeting time changed from 12:30 to 1:00. This makes it easier for everyone to get here on time.
- Next meeting: March 3, 2017, 1:00 – 2:30, Room 4 at Foothills.

ERAE ABE/ASE PAC

March 3, 2017, 1:00 – 2:00 pm
Foothills Adult Education Campus, Conference Room

Agenda Item	Actions/Notes/Comments
1. Welcome A. Objectives & Anticipated Outcomes B. Introductions C. Note taking D. Minutes Review E. Quick Response	A. Review of accelerated courses and alignment of newly developed courses within and across programs B. In Attendance: C. By: D. Summary (Ute) and review of contact info E. In your view, what do we need to focus on in 2017-18?
2. Updates A. Consortium B. Adult Ed Programs C. Colleges D. Academic Programs E. Data Analysis - Transcripts	A. Ute <ul style="list-style-type: none">• Cross-visits for PACs and alignment of efforts• TS workflow (and clerk sheet) B. Kim – CTE programs (academic component) Ute – ESL PAC C. (?) D. Robin <ul style="list-style-type: none">• Writing course aligned with English 98• Summary of Academic and Adv. Academic Foundations• Summary of PLC meeting Ute – Selecting a new PAC chair E. <i>Al Humble - what can we conclude</i>
3. PAC activities – next steps	Forging (even) stronger connections to college
3. Course alignments	Alignment of content and schedules of courses that accelerate student learning
4. Course development	New ... course and ... ? <ul style="list-style-type: none">• How does this course align with other classes?• How can this course function as a bridge to other classes?

	<ul style="list-style-type: none"> • How can the course be paired with other (also potential) classes?
5. Open Items & Next Steps	<ul style="list-style-type: none"> • Should we rotate meeting locations? • ESL PAC will join the May meeting • ... <p>Next Meeting April 7, 2017, 1 pm</p>

Other items to keep in mind:

- Review of maps
- Review of course outlines (and how can problem solving skills be integrated?)
- Need for new courses?
- colleges introducing multiple measures

ERAЕ ABE/ASE PAC
March 3, 2017, 1:00 – 2:00 pm
Foothills Adult Education Campus, Conference Room

Attendees: Ute Maschke, Shawn Hicks, Al Humble, Pamela Blythe, Georginne Parisi, Kim Bellart, Kristin McGregor, Robin Richter

Welcome:

Ute -

· Reviewed objectives & anticipated outcomes: PAC Chair needed by end of meeting. Review of accelerated courses and alignment of newly developed courses within and across programs.

Updates:

Ute -

Consortium:

· Cross-visits for PACs and alignment of efforts: How efforts can benefit other PACs (Teacher Resources, for example).

· Consortium working on getting embedded tutors for ESL and some academic classes.

· Adult Education Week April 6-8, 2017; Wants consortium to work out details of event (Community Colleges will be present with Grossmont Adult Education at these events).

April 6: Open House; April 7: This is what Adult Education can do for you; April 8: Street Fair.

· Job position for “Counselor” – Considerations for this position will include: What is needed at Grossmont Adult; What resources are already at place at the colleges, and whether students can use these resources.

Adult Ed Programs:

Kim -

- Discussed aligning CTE classes with an academic component. (Blending of CTE and Academics).
- Digital Fabrication and CADD have already added a math component (CTE Teacher and Math Teacher are present). Math skills are required for these careers.
- Currently looking at other CTEs to add an academic component.
- Discussed possible credits for HSD. As of yet, there are not enough hours for an elective credit.

Ute -

- ESL PAC: There is a gap in ESL and HS English. Students are testing out of ESL but need Academic English for college and business (courses). Discussed how ESL learners need more support in English acquisition.

Academic Programs:

Robin -

- Writing courses aligned with English 98.
 - Summary of Advanced Academic Foundations: Students TABE at 4-7. This course is aligned with Common Core. Outcomes and Benchmarks include writing 2 Essays that score proficient or higher. Advanced Academic Foundations is designed for HS credit and anyone else who desires to learn how to write essays. Robin also talked about Academic Foundations Lower Level. Students TABE at 3.2 - 5.4 Outcomes: After 6 months the majority of students are ready to transition to HSD or HSE. Benchmarks: Students take TABE every 6 weeks to see improvement with the goal of getting a score of 5 or more.
- Al Humble asked about using Advanced Academic Foundations for 10th Grade and higher level students. Ute mentioned that maybe a college representative could speak at a PLC about what is needed in regards to English (writing) for entering college.

Transcript Evaluation:

Al Humble -

- The courses which need to be developed and expanded focus on: Senior Level English, Government and Economics, and Math (Post Algebra).

Next Steps:

Ute -

- Pamela volunteered to be the PAC Chair. Responsibilities include: organizing meetings, keeping members on track, reaching out to other entities (PACS, Community Colleges).
- Ute asked college representatives to try and get more members for the PAC from Cuyamaca and Grossmont Colleges, particularly English and Math faculty members.

- Next meeting is scheduled for April 7, 2017 at 1:00 pm, Foothills Adult Center.
- Meeting was adjourned at 2:00 pm.

Respectfully submitted,

Georginne Parisi

ERAE ABE/ASE PAC

April 7 2017, 1:00 – 2:00 pm
Foothills Adult Education Campus, Conference Room

Agenda Item	Actions/Notes/Comments
1. Welcome A. Meeting Goals B. Note taking C. Minutes Review	A. In Attendance: B. By: C. Summary and review of contact info
2. Updates A. Consortium/Steering Committee B. Academic Programs C. Colleges D. Data Analysis - Transcripts	A. Ute? Pamela? B. ? C. ? D. ?
3. PAC activities – next steps A. Logistics/Meeting Locations B. Year 3 Plan/Areas of Focus C. Plan for Peer Visits D. Visiting Other PACs E. Plan for reviewing maps	Forging (even) stronger connections to college
4. Course alignment/Development	What changes need to be made in Adult Ed classes to align with entrance needs of college? What course structures need to change?
5. Open Items & Next Steps	<ul style="list-style-type: none">• ESL PAC will join the May meeting• ... <p>Next Meeting May 5, 2017, 1 pm</p>

Other items to keep in mind:

- Review of maps

- Review of course outlines (and how can problem solving skills be integrated?)
- Need for new courses?
- colleges introducing multiple measures

ERAЕ ABE/ASE PAC

May 5, 2017, 1:00 – 2:00 pm
Foothills Adult Education Campus, Conference Room

Agenda Item	Actions/Notes/Comments
1. Welcome (5 min.) A. Meeting Goals B. Note taking C. Minutes Review	A. In Attendance: B. By: C.
2. Updates (10 min.) A. Report on ongoing action items, if any B. 2 minute synopsis of any peer visits that have taken place	A. ? B. Peer visitors & visitees C. D.
3. College Partner “Job Description” (20 min.) A. Distill ideas from PAC into a concise list of expectations/goals	A. All participants
4. PAC activities – next steps (5 min.) A. Logistics/Meeting Locations B. Visiting Other PACs C. Plan for reviewing maps	
5. Course alignment/Development (15 min.)	<p>What changes need to be made in Adult Ed classes to align with entrance needs of college? What course structures need to change?</p> <ul style="list-style-type: none">• What college courses and what industries do students need preparation for?• What further career steps do students need preparation for?• What skills do students need?• What resources are already available to students?

	<ul style="list-style-type: none"> • How could a new class offered through our programs differ from a class we already offer?
6. Open Items & Next Steps (5 min.)	<ul style="list-style-type: none"> • ESL PAC will join the May meeting • ... <p>Next Meeting June 2, 2017, 1 pm</p>

Other items to keep in mind:

- Year 3 Plan/Areas of Focus
- Review of maps
- Review of course outlines (and how can problem solving skills be integrated?)
- Need for new courses?
- colleges introducing multiple measures

ERAE ABE/ASE PAC
 August 18, 2017, 2:00 – 3:00 pm
 Foothills Adult Education Campus, Room 4

Agenda Item	Actions/Notes/Comments
1. Welcome (5 min.) A. Meeting Goals B. Note taking C. Minutes Review	A. In Attendance: B. By:
2. Updates (20 min.) A. Report on ongoing action items, if any B. Updates from Ute C. 2 minute synopsis of any peer visits that have taken place	A. Review of stipend guidelines; B. Ute C. Peer visitors & visitees
3. Review Course Alignment/Development Findings (10 min.)	
4. Plan PAC activities – next steps (20 min.) A. Plan for PD Activities B. Begin reviewing Course Outlines C. Visiting Other PACs D. Plan for reviewing maps	D. new members; new meeting times? - year 3 plan
5. Open Items & Next Steps (5 min.)	Next Meeting October 6, 2017, 2 pm

Other items to keep in mind:

- Year 3 Plan/Areas of Focus
- Review of maps
- Review of course outlines (and how can problem solving skills be integrated?)
- Need for new courses?
- colleges introducing multiple measures

ERAE ABE/ASE PAC
 October 6, 2017, 2:00 – 3:00 pm
 Foothills Adult Education Campus, Room 4

Agenda Item	Actions/Notes/Comments
1. Welcome (5 min.) A. Meeting Goals B. Note taking C. Minutes Review	A. In Attendance: B. By:
2. Updates (15 min.) A. Report on ongoing action items B. Updates from Ute a. New members b. Other C. 2 minute synopsis of any peer visits that have taken place	A. Review of stipend guidelines; B. Ute C. Peer visitors & visitees
3. Plan PD activities – next steps (20 min.) A. Plan for PD Activities B.	
4. Course alignment A. Determine which Course Outlines to review first B.	
5. Other PAC activities A. Visiting other PACs B. Plan for reviewing maps C.	
6. Open Items & Next Steps (5 min.)	Next Meeting November 3, 2017, 2 pm

Other items to keep in mind:

- Year 3 Plan/Areas of Focus
- Review of maps
- Review of course outlines (and how can problem solving skills be integrated?)
- Need for new courses?
- colleges introducing multiple measures

ERAЕ ABE/ASE PAC
November 3, 2017, 3:00 – 3:55 pm
Foothills Adult Education Campus, Room 4

Agenda Item	Actions/Notes/Comments
1. Welcome (5 min.) A. Meeting Goals B. Note taking C. Minutes Review	A. In Attendance: B. By:
2. Updates (15 min.) A. Report on ongoing action items B. Updates from Ute a. New members b. Other C. ECCC/Job readiness D. 2 minute synopsis of any peer visits that have taken place	A. Review of stipend guidelines; B. Ute: Communication (and how to) between education alliance and our consortium C. Ute: Collaboration with the East County Career Center to plan the integration of basic career- and job-readiness training modules in all our programs and classes. D. Peer visitors & visitees
3. Plan PD activities – next steps (20 min.) A. Plan for PD Activities B. ESL PAC’s PD Opportunity	A. Reuben Hoffman from Tech Resources will attend a. Decide on outline b. Marketing plan c. Logistics
4. Other PAC activities (10 min) A. Recruiting new PAC members B. Visiting other PACs C. Plan for reviewing maps D.	
5. Course alignment A. Determine which Course Outlines to review first B.	
6. Open Items & Next Steps (5 min.)	Next Meeting November 3, 2017, 2 pm

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Other items to keep in mind:

- Year 3 Plan/Areas of Focus
- Review of maps
- Review of course outlines (and how can problem solving skills be integrated?)
- Need for new courses?
- colleges introducing multiple measures

ERAE ABE/ASE PAC
 December 1, 2017, 2:00 – 3:00 pm
 Foothills Adult Education Campus, Room 4

Agenda Item	Actions/Notes/Comments
1. Welcome (5 min.) A. Meeting Goals B. Note taking C. Minutes Review	A. In Attendance: B. By:
2. Updates (15 min.) A. Report on ongoing action items B. Updates from Ute a. New members b. Other C. ECCC/Job readiness D. 2 minute synopsis of any peer visits that have taken place	A. Review of stipend guidelines; B. Ute: Communication (and how to) between education alliance and our consortium C. Ute: Collaboration with the East County Career Center to plan the integration of basic career- and job-readiness training modules in all our programs and classes. D. Peer visitors & visitees
3. Plan PD activities – next steps (15 min.) A. Plan for PD Activities	A. Marketing plan: a. Finalize flyer b. Other B. Logistics
4. Other PAC activities (10 min.) A. Recruiting new PAC members B. Visiting other PACs C.	
5. Course alignment (10 min.) A. Determine which Course Outlines to review first B.	
6. Open Items & Next Steps (5 min.) A. Need date for January meeting	Next Meeting January ??, 2017, 2 pm

Other items to keep in mind:

- Year 3 Plan/Areas of Focus
- Review of maps
- Review of course outlines (and how can problem solving skills be integrated?)
- Need for new courses?
- colleges introducing multiple measures