

## **AB104 Basic Skills PAC Implementation Minutes for January 22, 2016**

The AB104 PAC meeting held at the East County Career Center began at 2:30 with Jeff Meredith, Susie G. Taylor, Jennifer Owens, Pam Howard, and Kristin McGregor in attendance.

Susie update the PAC members on the Steering Committee's perspective on the expenditure wish-list for the Basic Skills Consortium program. As the Consortium leadership decided not to fund Cuyamaca College's request for the Consortium to pay for Reading Plus seats to assist their developmental English courses, Susie requested clarification on how the Basic Skills PAC needed to realign with the leadership perspective on funding allocations. Robyn Wiggins indicated that only non-credit courses could receive Consortium funding, and the developmental English courses at the college are non-transferrable credit courses. Kristin was going to follow up with Sally Cox to get confirmation on this information, so we can make future action plans consistent with the present leadership position. Kristin and Jeff also plan to approach the Consortium leadership about approving an adult school expenditure for the textbooks and teaching hours related to the math preparation course.

Susie also reported out on the GCCCD college application event scheduled at Foothills Adult Center on March 5, 2016. Diana Barajas (Grossmont outreach) and Jessica Murguia (Cuyamaca) are working with the Grant Manager, Ute Maschke, and Pam Howard to coordinate this event for the adult school. Jennifer Owens has reserved Room 2 for the Super Saturday event. Ute and Pam need to create and distribute a flyer to advertise the event. Our PAC hopes to align our math preparation course with the college outreach representatives to administer the Accuplacer on-site after the course's conclusion.

With regard to the next math preparation course offering, the PAC discussed options and decided to offer the next course in July with the same schedule of T, W, TH, 12:30-2:30. We would like the Accuplacer administered at Foothills on the last day of class. We hope this will give us time to order and receive the Number Power Review textbooks. In terms of mailing math preparation flyers, we would like to have one developed by March. Elsa could include it with the graduation packets she mails out to target this year's high school diploma and equivalency completers.

Discussion also included our efforts to begin to create an English preparation course to assist students with placing into English 98 or English 198. We would like to have a daily Reading Plus component, test practice component, and direct instruction component. We decided to orient the course toward test preparation, using 2002 GED practice tests as the Accuplacer does not have an essay writing component. We also discussed how we could offer the English class this summer. Various schedules were presented:

3 weeks math, 2 weeks English

3 days math/ 2 days English

PAC members were asked to continue to brainstorm about possible schedules for the preparation courses.

The meeting concluded at 4:00 P.M., and the next meeting is scheduled to be held at Room 14 at Foothills on February 26, 12:30-2:30 P.M.

## **AB104 Basic Skills PAC Implementation Minutes for February 26, 2016**

The meeting began at Foothills Adult Center at 12:30 with Jeff Meredith, Connie Bobof, Christy Lavigne, Ute Maschke, Pam Howard, Jennifer Owens, Kristin McGregor, and Susie G. Taylor in attendance.

Susie shared with the group the Consortium Grant Manager's All-PAC Workshop planning materials and PAC assignment. Each PAC will design at least two pathways with Ute's pathway template. Our group decided to create three pathways with an adult seeking to complete her high school diploma (HSD), high school equivalency certificate, or participating in concurrent remediation to progress in college courses.

One pathway:

1. Adult learner comes to school with short-term outcome of HSD.
2. Learner takes a reading assessment test (TABE), scores a 4.1, and is placed in Beg./Int. ABE.
3. After the completion of one semester (approx. 10 weeks), the student will be reassessed with the TABE to determine promotion opportunities to HSD Readiness or the HSD Independent Learning Lab (ILL).
4. The learner scores a 6.4 and is promoted to the HSD Readiness class.
5. The learner completes one or two HSD courses in one semester (approx. 10 weeks).
6. The learner is reassessed with TABE and meets with a transition specialist to promote into the Independent Learning Lab.
7. The adult learner remains in the ILL until the diploma requirements are completed.
8. During this time, the learner attends a transition event that informs her of college and career opportunities such as a campus tour or career orientation event.
9. The graduation with a high school diploma is the first milestone for this learner.

Obstacle: attendance, retention, instructors supporting the culture or regular, sequenced promotions

Another pathway:

1. Adult learner comes to school with short-term outcome of a high school equivalency certificate (HSE).
2. Learner takes a reading assessment test (TABE), scores a 4.1, and is placed in Beg./Int. ABE.
3. After completion of one semester (approx. 10 weeks), the student will be reassessed with the TABE to determine promotion opportunities to HSE Readiness or intensive HSE preparation.
4. The learner scores a 6.4 and is promoted to the HSE Readiness course.
5. The learner completes in one semester (approx. 10 weeks).
6. The learner is reassessed with TABE and meets with a transition specialist to promote into the Intensive HSE preparation or directly to take the HSE exams.
7. The learner completes the intensive preparation in approximately six weeks and take the HSE exams.

8. During this time, the learner attends a transition event that informs him of college and career opportunities such as a campus tour or career orientation event.
9. The graduation with a high school equivalency certificate is the first milestone for this learner.

A third pathway:

1. An adult learner attends a developmental math 88 or 90 at Grossmont College.
2. The learner is attempting a second effort to pass this class.
3. The instructor directs the student to the adult school for concurrent remediation with intensive math tutoring to assist the learner in passing the developmental math course.
4. The learner meets with the transition specialist and registers for a class that fits his needs in either a direct instruction course or individualized learning course.
5. The successful completion of the college developmental math course is the milestone for this learner.

Susie also directed the group to reflect on the PAC's achievements. Members noted that they had created and conducted a math preparation pilot that aligned with math88. Susie had worked with Christy Lavigne

## **AB104 Basic Skills Implementation Meeting Minutes**

**March 18, 2016**

The Basic Skills PAC meeting was held at the East County Career Center with Susie G. Taylor, Ute Maschke, Jennifer Owens, Pam Howard, Kristin McGregor, and Jeff Meredith in attendance.

The group reviewed the progress on the upcoming math preparation course. The flyer was completed and sent to Elsa for distribution to this year's high school diploma and high school equivalency completers. An additional flyer that includes an invitation to HSE students will be distributed at the adult school sites. Pam Howard indicated that she also distributed the flyer at the GUHSD counselor's guidance meeting. Jennifer and Pam noted that any participating high school students would need to be 18 to participate, and Jeff indicated that he would check into the legal aspects if students came who were under 18. Pam also asked how students would be assessed for the math pilot. Susie mentioned that Lydia Jones expected us to use the CASAS this time. Susie suggested the PAC look at creating two levels of math preparation, building math foundations and advancing math foundations. These classes could take more time to address math skills and content acquisition to decrease the need for multiple levels of remediation in college.

The PAC also reviewed the Basic Skills educational maps and revised them. The high school diploma, concurrent math remediation, and high school equivalency maps were revised, and Susie will make the changes and send them to Ute. The all-PAC event was discussed, and Jeff announced that Susie would become the Basic Skills chairperson. Jeff left after that portion of the meeting was completed.

The group began to address the English preparation pilot, looking over the reading and writing college course outlines from English 98R, 110R, and 109. Elements for consideration included the following: scheduled hours, learning objectives, active learning strategies, assessment, and exit competencies. Kristin shared that college courses ran for 80 instructional hours with 160 homework hours. She also noted that reading and writing courses are separate, wondering if the adult school planned to develop separate reading and writing courses. Susie also brought several syllabi from English 120 courses to understand the transfer level writing and reading expectations. The consensus was to try to integrate essential writing and reading skills and content into the adult school course. The members discussed the various learning objectives on the course outlines and decided that they would create a course that would prepare students to successfully enter English 109 and English 110R, using the entrance skills as the initial learning objectives.

### **English 109 Entrance Skills**

- 1) Practice recognizing and utilizing parts of speech.
- 2) Identify and spell basic and problematic words.
- 3) Identify and correct sentences containing errors in English grammar, usage (plurals, possessives, subject-verb agreement, capitalization, etc.), spelling, and vocabulary.
- 4) Identify and correct errors in basic punctuation (apostrophes, commas, etc.).
- 5) Recognize and correct fragments, fused sentences and comma splices.
- 6) Relate the elements of grammar and punctuation to the editing of written work.
- 7) Write coherent simple, compound, complex and compound-complex sentences.
- 8) Write highly developed, highly structured paragraphs which include a clear topic sentence, effective organization, appropriate and sufficient major and minor details, effective use of transitions, and an appropriate conclusion.
- 9) Utilize the writing process (invention, writing, evaluating, revising, editing).
- 10) Write effectively in an in-class setting.
- 11) Read and discuss expository prose paragraphs as models of effective writing.

### **English 110R Entrance Skills**

- 1) Use structural clues, contextual clues and the dictionary to increase active vocabulary.
- 2) Identify implied and stated main ideas in paragraphs and assigned reading selections commensurate in reading to English 098 texts.
- 3) Identify implied and inferred meanings from paragraphs and assigned reading selections commensurate in difficulty to English 098 texts.
- 4) Identify thesis statements, transitions, and supporting details in paragraphs and assigned reading selections commensurate in difficulty to English 098 reading texts.
- 5) Use previewing strategies when reading academic and non-academic materials.

- 6) Recognize the difference between fact and opinion.
- 7) Identify and apply strategies for improving reading comprehension.
- 8) Practice the reading process by previewing, annotating, and analyzing readings for main idea, details, inferences

PAC members discussed existing gaps in learning for the targeted student population. Kristin noted that she would be thrilled if students came to her with the capacity of writing a coherent, mostly error-free paragraph. Susie emphasized the need for critical reading skills. Jennifer and Pam noted that students need help identifying writing and grammatical errors. Susie and Kristin also reiterated that students need to have mastered combining sentences. The group will continue to work on creating this course at the next meeting which is scheduled for April 22 at the East County Career Center.

## **AB104 Basic Skills Meeting Minutes**

**4/22/16**

The meeting began at 2:30 at the East County Career Center with Jeff Meredith, Kristin McGregor, Ute Maschke, and Susie G. Taylor in attendance.

The PAC began by reviewing takeaways from the all-PAC event held on April 8. Susie noted that she appreciated all the different perspectives that her work group presented in assessing some educational maps. Of special note, Susie emphasized how vital it is to continue to include the student perspective as the Consortium develops its transition services. Jeff mentioned that there was little representation from the colleges. He and Ute also noted that the post-event survey produced some comments on unproductive comments or uncooperative individuals. Susie noted that getting buy-in is still a priority and that teaching a productive feedback process might be helpful.

The PAC also discussed a recent community contact for educational services. Ken Gibson from Sharp Hospital contacted Gary S. about a college level algebra course. Susie sent Mr. Gibson an email about present adult courses and invited Mr. Gibson to share more about his need. She has not heard back and will contact Gary about further correspondence.

The members also started the discussion on embedding tutors in the academic classes. Ute mentioned that this would also be helpful for ESL. Kristin shared the training program at Cuyamaca College, a one unit course that meets weekly for a semester. She noted that the student tutors are paid and offered to contact Mary Graham about training content information. Ute asked if non-college students could take the training, and Kristin imagined that the program was reserved for currently enrolled college students. More conversation on this program occurred after Jeff and Ute left, and Kristin encouraged Susie to find a way to training adult school students who had completed the particular course as tutors since it would be more relevant coming from students who actually completed that course. She also thought that the adult school should create its own training program and use the college's template as a model. Susie agreed that this model would adapt it to the adult school learner's needs.

The group moved on to continue discussion of the English preparation course. Susie circulated the syllabus she had created based off the collaborative work done by the group at the last meeting on identifying the course objectives necessary to be prepared to enter Eng 109/110. Conversation began on what student population this course would serve, and Kristin shared that this level would be 9th-- 10th

grade. Ute wondered if we should be first looking to create a lower level course. Susie shared that all academic programs are under review for improvement to curriculum and instruction. As it stands, the lower level writing was being addressed in the existing ABE 1 course, 3.2-5.9; HSE Readiness addressed writing at 6.0-8.2; and HSD addressed writing with individual needs 9th-12th grade courses in the independent learning lab setting that were already established. The purpose of this new writing course would be to have a concentrated direct instruction English course to prepare students to write effectively. Ute wanted the course to have college students who needed extra help in writing to attend concurrent with their college courses. Ute encouraged us to create something different from what's been previously conceived.

Jeff left at 3:45 and Ute at 4:00, so as Susie and Kristin continued, Kristin really thought that the independent learning lab would better suit the one or two college students she might refer for targeted concurrent remediation, not an entire concurrent course. Susie agreed that it would most likely be adult school students with HSD or HSE goals who would attend the course as a bridge to college. If possible, Susie thought that part of planning the hour requirement and content should be to make it sufficient to have it count as English 1 or 2 for HSD students. Kristin and Susie also discussed having subject specific curriculum creation meetings. For instance, Shawn would attend when work needs to be done on a math course, and Kristin would attend when work is done on English. For this English prep course, Kristin and Susie decided to continue building a course that covers English 98 and 98R content and skills.

The meeting concluded at 4:30, and the next AB104 meeting is scheduled for May 27th, 12:30-2:30, at Foothills.

## **AB104 Basic Skills Implementation Meeting Minutes**

**5/27/2016**

The final 2015-16 PAC meeting began at 12:30 P.M. at Foothills with Jeff Meredith, Pam Howard, Christy Lavigne, Shawn Hicks, Kristin McGregor, and Susan G. Taylor in attendance.

The group celebrated its creation and implementation of the College/Career Math preparation course, groundwork for the English preparation course, and educational maps, and acknowledged the participation of its PAC members.

Susie shared highlights from the recent PAC Chair meeting and indicated that next year's PAC will be reconfigured to include mostly instructors. The PAC chairs also decided to include the AWLD PAC as a sub-committee of Basic Skills. The AWLD PAC chair, Jennifer Moore, will attend Basic Skills PAC meetings next year. While they will continue to support consortium efforts, current Basic Skills members Jeff Meredith, Pam Howard, and Jennifer Owens will not participate in the Basic Skills in 2016-17. Susie also shared the new stipend expectations for PAC participants, which Shawn, Kristin, Christy, and Susie read and accepted. Pamela Blyth has also agreed to the expectations and will participate with the PAC next year.

The PAC group then revisited the educational maps it had prepared for the all-PAC event. The sticky notes were read and considered, and Susie shared from the PAC chair meeting that the audience should be for "an instructor or staff person to keep the big picture in mind." The PAC chairs and Ute agreed to allow the PACs to reconstruct or visualize the maps in any way that works for them. To this end, Susie found a variety of flowcharts for consideration. The Basic Skills PAC put two charts together, one was a universal enrollment chart that fed into an academic chart

Susie noted that the math preparation curriculum arrived and that an instructor is assigned to teach the preparation class this summer. Shawn surveyed the adopted text as well as another text being considered for a future course to prepare students for success in intermediate algebra at the college. Shawn considered the Transitions to College Mathematics textbook appropriate for advancing algebra skills. Shawn also shared that his math class has lecture note packets prepared for students, and the PAC group will consider how to integrate this for adult school students.

Discussion continued on the possibility of embedded tutors at the adult school with adult school students. Kristin indicated that she would contact Mary Graham, who heads the tutor training for English at Cuyamaca College, to share the course outline and materials for tutor training. Pam mentioned that she would like to be involved in training adult school students as tutors. Her daughter has some training materials from Modesto College. Shawn noted that Grossmont College also has math tutors. The college tutors are paid \$10-17 dollars per hour, but the adult school wanted to initially try a volunteer program. Susie noted that the process to secure funding for paid adult school tutors should begin and would check with Ute. The PAC figured the tutor process would include the following:

fingerprinting (who pays?), TB test (done at district site), background check, some type of assessment, training, and observation.

The PAC group also discussed the English Preparation course. Susie shared that she had sent emails to Sydney Brown and Oralee Holder, requesting the course outline and materials for English 298. This course accelerates the English requirements, satisfying English 98 and English 110. Our English preparation class syllabus draws from the entrance skills necessary to enter English 110. The hope was that Grossmont College would share its material, so we didn't have to reinvent everything. The syllabus draft was circulated for consideration. Kristin stated that she would send the English 99 course outline to Susie. Also, Susie shared the Transitions writing textbook and several levels of the Longman Reading and Writing textbooks for consideration for the English preparation course. Both Christy Lavigne and Kristin McGregor liked the Transitions book. They also liked the Longman Reading, 3, 4, and 5. The group hopes to be able to pull materials, objectives, and assessments together for this course in the fall.

The meeting adjourned at 2:30. The next scheduled meeting is set for September 2, but the group may meet in July if it is necessary.

## ERAE Basic Skills PAC Meeting Minutes

July 25, 2016

Christy Lavigne, Susie G. Taylor, Ute Maschke, Pamela Blyth, and Kristin McGregor participated in the Basic Skills PAC meeting to review and discuss the 2<sup>nd</sup> Year Plan for the East Region Adult Education.

Ute shared on her efforts to get many stakeholders to review the 2<sup>nd</sup> Year Plan, including the ESL staff and instructors, the Foothills staff and this PAC. The participants read and commented on the plan. Words like “accelerated” and “alignment” were clarified. Susie suggested that the language of “mirror the structure of the college courses” also be used to reflect desired content. Christy wanted to know exactly what classes were accelerated. Susie noted that only the math preparation and HSE Readiness were developed and offered as accelerated classes last year. The PAC is still working on developing an ELA preparation class.

Kristin asked for clarification on who will be training the embedded tutors. Ute indicated that she is working with Mary Graham from Cuyamaca College on having the college train the tutors for adult school.

Job readiness came up for discussion as the plan sets the expectation that job skills will be integrated into all classes. One suggestion was for the PAC to revisit the education maps and revise them to include a job skills module before presenting them with ABE syllabi samples to a joint ASC/ABE PLC. The hope was that all instructors would understand how to support “transferring ownership of learning to students,” a goal that particularly resonated with Pamela.

The group adjourned at 2:30.

Here is a list of PAC activities to tackle in 2016-17:

Revisit education maps and include job component

Share map with Transition team

Share map with joint PLC

Use syllabi as a cross check to map

Identify job skills in syllabi exit skills

Develop universal high school diploma exit skills (do and know) have adult learners in mind

## **ERAЕ Basic Skills Meeting Minutes 9/2/16**

The Basic Skills Program Area Council (PAC) met on September 2, 2016, and Al Humble, Pamela Blyth, Ute Maschke, Kim Bellaart, Shawn Hicks, Susie Taylor, and Sydney Brown were in attendance.

Al Humble and Sydney Brown are new PAC members. Al Humble teaches high school diploma and high school equivalency students at Helix Adult. Sydney Brown teaches English 99 at Grossmont College; she also lead the efforts to accelerate learning in the English department at Grossmont College. Ute shared the participation and stipend expectations with Al and Sydney, including the required peer visit, to which they agreed. The PAC collected the teaching schedules of the members to schedule visits; the days and times are listed below. We are glad to have Sydney and Al participating in the PAC and contributing their perspectives and teaching experiences to the work of improving adult education.

The participants shared the basic skills education map with the Grant Manager, Ute Maschke. The group made revisions and clarifications to the map, and Pamela, Susie, and Al will share the map with the academic program PLCs (professional learning communities) at their September meetings. Ultimately, the PAC will share the education maps with the transition specialists before beginning efforts to integrate all program area maps for staff and student edification.

The Basic Skills PAC also considered how to integrate job skills into the academic classes at adult school. Susie circulated the AEBG 21st Century Skills list and suggested that some skills are already being covered in the high school diploma lab and had PAC members review the current syllabus. Sydney noted that the list of skills could be included in the course objectives section. Shawn commented that time management was a crucial “soft skill” and discussion ensued on how to teach it to students. As the goal for adult learners is effective preparedness for college and career, the PAC sees that academic and job skills need to be outlined along with specific evidence of learning. Kim shared a sample from the GUHSD Graduate Outcomes that was tailored for an engineering pathway. After review of this pathway sample, Susie asked Pamela to create a template for the PAC to work with at the next meeting.

The group also discussed having the college representatives present current acceleration efforts in English and math. Shawn will present what is happening in math at the next meeting. Sydney will present what Grossmont College is doing with English, but we need to work out the scheduling. Susie will contact Kristin to see if she will present what is happening at Cuyamaca College in English.

Shawn asked how currently enrolled college students could use the adult school as concurrent remediation. Kim and Ute noted that a system needs to be created to accommodate concurrent adult learners, asking that this work be added to the next agenda.

The meeting was closed at 2:00, and the next meeting is scheduled for October 7.

#### Teaching Schedules:

Shawn Hicks (Grossmont math): M-TH 9:00-11:00 A.M.

M-TH 12:30-1:45 P.M.

Sydney Brown (Grossmont English): T/TH 2:30-4:50 P.M. (Eng 99)

Kristin McGregor (Cuyamaca English) T/TH 11:30-1:45 P.M. (Eng 99)

T/TH 9:30-11:30 A.M. (Eng 90R)

Pamela Blyth (Foothills Adult): M-TH 6:00-9:00 P.M. (HSD)

M-TH 9:00-11:30 A.M. (CTE)

Al Humble (Helix Adult): M-F 8:00-12:30 A.M./P.M. (HSD/HSE)

M-TH 2:00-5:00 P.M.

Susie Taylor (Foothills Adult) M-TH 8:00-12:00 A.M./P.M. (HSD/HSE)

M-TH 12:30-2:30 P.M.

## **ERAE Basic Skills PAC Meeting Minutes for 10/07/2016**

Shawn Hicks, Kristin McGregor, Pamela Blyth, Susie Taylor, and Al Humble were in attendance at the Basic Skills PAC meeting. Members scheduled their peer visits with each other as follows: Susie Taylor attended Sydney Brown's English 99 course on Thursday, October 6; Al Humble and Pamela Blyth will visit Shawn Hicks at Grossmont College; Kristin McGregor will visit Pamela Blyth's HSD class at Foothills Adult Center; Shawn Hicks will visit Al Humble's HSD class at Helix Adult Lab.

Susie Taylor shared about a brief meeting with the HOC/CTE PLC Chair, Carol Otjens. They discussed how each PAC might feed into each other. Carol noted that students attending HOC orientation but lack a high school diploma or high school equivalency could be referred to the academic program. On the other side, Susie suggested that the HSD program could create an elective course on medical terminology. Carol stated that she had a course outline on a medical career exploration course she could share. Carol and Susie also discussed a possible Vocational high school equivalency class that has team teachers, one teaching HSE and one teaching the medical exploration course to better prepare students who intend to transition to medical training programs at HOC or Grossmont College.

The PAC next reviewed the HOC and ESL education maps alongside the Basic Skills map. The group added a few qualifiers to acknowledge where HOC students would enter the academic program process. The groups liked the streamlined ESL and single path for HOC, too. Revisions were made to the Basic Skills map, and Susie will send it to Ute Maschke.

Shawn Hicks presented acceleration updates in math courses. He brought a map to show progression options generally divided by STEM and non-STEM majors. He gave the PAC a broad understanding of the nature of the developmental math courses, indicating that Grossmont College was moving away from offering the lower courses like Math 80. He focused on Math 88 and Math 90 hard and soft skill prerequisites, and the other instructors discussed sharing these expectations with the academic program instructors to advance preparedness. Shawn also suggested we encourage students to select a level they know well when it's a fast-paced course. He also encouraged instructors to make sure students know their times tables and can confidently complete the long division process as these skills are foundational to advancing in math. There was also discussion on preparing our students for Math 103 which is roughly 60% Math 90 and 40% equivalent to Algebra 2.

Kristin McGregor also shared updates from Cuyamaca College on efforts to accelerate learning in English. Kristin's table showed the differences from the traditional and accelerated paths. She especially highlighted the English 120 + 020 combination's course outline that allows transfer level entrance with an attached reading support class. Kristin also shared the English 99 that incorporates reading, reasoning, and writing, allowing entrance into Eng. 120 upon successful completion. Kristin re-iterated that Grossmont College and Cuyamaca College are aligned on English 99, including theme-based writing prompts, metacognition, and growth mindset philosophy. Susie shared her peer visit at Sydney Brown's English 99 course. Susie circulated the reading list and writing rubric for consideration and possible inclusion in the writing and composition course she's been creating with advice from the PAC. Kristin stated that she would share her Eng. 99 syllabus and reading resources.

The group then looked at the writing and composition course draft, comparing the content and skills with the English 99 course. Revision suggestions included: adding a reasoning component; adding close reading activities; adding a grammar log to write and fix errors; adding a pre and post grammar test that indicates students are proficient at identifying errors; adding grammar instruction on sentence combining, fragments, and run-ons. Susie will work on the revisions, incorporating elements from English 99.

The meeting concluded at 2:15 P.M., and the next meeting is scheduled for November 4.

### **ERAE Basic Skills PAC Meeting Minutes for 11/04/16**

The meeting began at 12:30 with Pamela Blyth, Susie Taylor, Ute Maschke, and Kristin McGregor in attendance.

Susie asked Ute a few questions about how the education maps might feed into each other. Ute noted that efforts were underway to first focus on a clear pathway through a program.

After Susie shared that Sydney Brown is presently unable to participate in the PAC due to health issues, discussion moved to what the governing board desired as data from the peer visits. Ute encouraged

us to create separate, concise narratives. We agreed to email them directly to Ute and share out in December when all the PAC members would be present.

Discussion moved to explore possible academic classes that would assist ESL students who had completed the advanced level. Susie and Pamela shared that they have several students who just need conversation and writing practice. Kristin noted that mock interview and roleplaying might help VESL students with conversation competency, pairing ABE and ESL students together. Ute thought appropriate an academic prep course that targets language needed for success in college and encouraged us to revisit this topic in a month.

Susie shared the email conversations she's had with the PAC chairs from CTE, HOC, ESL, and AWD. She noted that the newly reconstituted AWD PAC will be sharing its work with the PAC chairs on November 30. Ute noted that a transition specialist position will be created with a focus on AWD. Susie asked how academic instructors might receive PD for AWD students, and Ute expected the individual hired for the new position would have AWD best practices to share. The PAC looked at the new CTE classes being created in manufacturing. The noted the wide ranges of skill and content competencies in targeted student population and wondered how the academic program might create a contextualized ABE academic prep course for interested students. The PAC also looked over the Medical Career Exploration course outline from the HOC PAC and supported the idea of creating an elective course for HSD students. Pamela wondered if we could also have it apply to the life science requirements. Susie said she would check with Pam Howard, the academic advisor.

The group also looked at the exit skills for the Advanced ESL PAC and Kristin thought they would prepare students to enter English 99 at college. Also, Kristin shared the English 99 class at Cuyamaca. It has great articles and essay templates we hope to integrate into the writing course being developed for high school diploma.

The meeting concluded at 2:30, and the next meeting is scheduled for December 2.

## **ERAE Basic Skills PAC Meeting Minutes 12/02/2016**

The meeting began at 1:00 P.M. with Shawn Hicks, Kristin McGregor, Susie Taylor, Pamela Blyth, Amy Murphy, and Maripat Nevins in attendance.

Kristin shared feedback from her peer visit to Pamela's adult education class. Pamela Shared feedback from her visit to Shawn's college math class. Susie read highlights from Al's visit to Shawn's class, and Susie shared feedback from visiting Sydney Brown's English 99 college course. Overall, instructors appreciated the challenges and opportunities faced at adult school or at the colleges. Copies of the individual peer visit narratives have been sent to the Grant Manager.

Maripat Nevins and Amy Murphy represent the Adults with Disabilities PAC and joined our meeting to share AWD updates and to solicit information from us. Maripat and Amy asked questions about the demographics of the adult school and college student populations, gathering a fuller understanding of the students who attend each education site. She and Amy shared that the AWD PAC has in mind a dedicated SPED specialist position that will assist in teacher training, identify disabilities and IEP teams to provide services to students with disabilities at the adult school. Susie emphasized the need for professional development for instructors in adult education who have had no training or resources to assist or even identify SPED students. Susie offered to send out an email to solicit input for what instructors would want from a SPED specialist. Amy noted that the AWD PAC also wanted to develop self-advocacy courses and introduction to adult education courses to share with K-12 in efforts to create a positive brand for adult education. Teachers will know about various types and signs of disabilities, have a point person for assistance, and resources to address issues as they arise. Everyone agreed on the necessity of positive messaging about how adult education can be an alternate bridge or next step in education. Everyone also agreed that inter-PAC activity needs to happen to develop solutions to the complex needs of students coming from ESL, AWD, and ABE.

Amy and Maripat acknowledge an ongoing challenge of serving the 18-22 year olds in adult transitions. While dual enrollment is possible with the colleges, it is not possible at the adult school. How is this to be addressed?

Susie briefly acknowledged the key points from the AEBG Summit presentation on immigration in California. In this context, she reiterated that immigration had already happened and that race, income, age, and education levels need to be explored in terms of equity, innovation, and change as we look to provide relevant adult education through our consortium.

As a next step, Maripat and Amy would like to visit the academic classes at the adult school, and Susie plans to send them the class schedule to coordinate the visit.

The next meeting is planned for January 6, and the meeting adjourned at 2:00 P.M.