

**ESL PAC Meeting**

**February 28, 2017**

**3:30-5:00 PM**

**El Cajon Adult Education Center**

Attending: Ute Maschke  
Sara Ferguson  
Sam Lund  
Leslie Carter  
Tawnya Richards  
Danielle Griffith  
Manuel Mancillas-Gomez  
Peggie Daley

**I.) Reports**

A.) Academic Bridging course being planned with Kim Bellart, Sara and Ute

- a. ESL course taught by Robin Richter linked to academic prep
- b. Name = Advanced Academic Foundations
- c. Ibest model is the idea behind it
- d. The focus may be academic and business ESL

A.) Embedded Tutoring for Adult Education

- a. The payment structure is being figured out
- b. The tutors will come from Grossmont and the person coordinating the tutoring program at GC is Craig Carroll.
- c. There will be pay for workshops and training
- d. They will work with ESL and Academic Foundations
- e. May be in place second half of March
- f. Cuyamaca tutors will come soon thereafter

**II.) Orientations**

A.) 5% of transition services job

B.) Set-up support structure for students

C.) Going smoothly per Ute – According to data tracking, we are losing students once orientations are 7 weeks out and not before

- Approximately 35% are lost between registration and orientation and an unspecified number are lost between orientation and enrollment in class.

D.) It is currently set-up for students to attend orientation after they enroll in off-site courses.

E.) Transitions will send teachers an email if students don't attend.

F.) Heavy interactive components in orientation

G.) Per Ute, it provides a rhythm and connection for students

**III.) Managed enrollment**

A.) Tawnya would like to see level specific managed enrollment for on-site classes.

B.) Will students who leave just enroll in the off-site classes when they want to return?

**IV.) Adults w/Disabilities**

A.) Looking for a way to adapt to a new blind student – Center for the Blind, Center for the Deaf are two very helpful local resources

- B.) Eventually Adult Ed will be able to use resources at Comm college, but not yet.
- C.) There needs to be a point of contact, ideally the director. The AWD PAC is creating a resource folder.

#### V.) Community College Alignment

- A.) Reading Alignment needs to be considered.
- B.) Writing Alignment may require a greater time commitment than the Adult School teachers have available.
- C.) It may be possible to arrange gap-fill activities that we could use for alignment between schools.
- D.) No decision reached about next steps. We will discuss at next meeting.

Next meeting: April 4, 2017

**ESL PAC Meeting**

**April 4, 2017**

**3:30-5:00 PM**

**El Cajon Adult Education Center**

Attending: Chuck Passentino  
Sara Ferguson  
Sam Lund  
Leslie Carter  
Tawnya Richards  
Danielle Griffith  
Manuel Mancillas-Gomez  
Peggie Daley

**I.) Reminders**

A.) Adult Education Celebration 4/6 – 4/8

B.) Stipend Requirements include an observation. It must be done before the end of May.

**II.) Reports**

A.) Steering Committee Meeting attended by Chuck, Ute and Sam.

- a.) Ute reported on the progress made by the PAC last year and the plans for next year.
- b.) It was a positive report mainly focused on transitions.
- c.) Our PAC has been very effective and many of the changes reported upon are coming out of ESL.
- d.) High School reps could share what they do with VESL. They have some solid, effective programs and work well with the community colleges.

B.) Academic ESL course is on track. Perhaps we should introduce an English for the Workplace course.

**III.) Future Projects for the ESL PAC**

A.) What kind of professional development should we be doing?

- a.) Speaking calibrations
- b.) Information Gap Activities
- c.) Materials Fair for sharing – ½ meeting on speaking
- d.) How to assess reading

B.) What role can PAC play in developing VESL classes?

- a.) Can we create classes together?
- b.) Possibly 2 VESL classes for next year
- c.) CTE & Community College together need a level 5 or above for entry which is unrealistic for our population
- d.) Ideas:
  - Soft skills course as pre-VESL and go to another area afterwards
  - Digital Portfolio course – VESL, video and resume
  - We should survey a needs assessment before we decide what to do
  - Rosemary Cameron could talk to us about her pre-VESL course and what it entails.
  - Could include class speakers and behind the scene tours of workplaces
  - Could include IET (Integrated Ed. Tech.) emphasis

- Could ask Transitions Dept for data regarding student goals

C.) Are there ways to directly link Adult Ed ESL students to GCCCD courses?

a.) Tours every month take students to both college campuses

b.) Students could take a placement here for college

\*They currently are doing this with Transitions over at Foothills

\* We could also offer it based on CASAS score in Rm. 2

Actionable items:

Manuel: Get Irvine surveys for student goals

Sara: Arrange for Rosemary Cameron to talk to PAC about her pre-VESL class

Danielle: Talk to Neda Shakur about possibly talking to the PAC about how the VESL is going.

Next meeting: April 25, 2017

Minutes  
ESL PAC  
April 25, 2017 3:30-5:00  
El Cajon Adult Education Center

Attending:	Rosemary Cameron	Tawnya Richards
	Neda Shakur	Sam Lund
	Shirley Klein	Natalia Aylett
	Sara Ferguson	Danielle Griffith
	Peggie Daley	Manuel Mancillas-Gomez
	Ute Maschke	
	Eric Miller	

**Information Gathering Session: VESL Curriculum**

1. VESL for medical Careers: Shirley Klein and Neda Shukur
  - a.) Powerpoint presentation
  - b.) ESL embedded in medical overview of courses at HOC
  - c.) Co-taught – two teachers at the same time
  - d.) Action Plan reviewed
  - e.) Welcome Back Center @ Grossmont recommends some students
  - f.) Not a duplicate of the English or Math prep. course at HOC
2. Student population data: Ute Maschke
  - a.) Presented at the Governing Board meeting in order to decide if we can move forward with classes.
  - b.) Losing some between appraisal and start and some at the start, but not many.
  - c.) Global program with 69 countries
  - d.) Majority of students between 31-41, many 41-50 and many 50+
  - e.) 9% not seeking employment, 64% declare unemployment, 23% employed which will influence time/offering
  - f.) 51% haven't completed high school, 49% completed high school or some college
  - g.) When compared to labor status it indicates where to focus
  - h.) 4 major referral agencies: 31% from PCG for workforce development, 19% from Catholic Charities, 14% from IRC, plus others
  - i.) Need to support workforce development with technical English
  - j.) Need to become PCG's partner (?) – possibly train with us
  - k.) Languages – Arabic largest and Spanish second largest by far – doesn't make sense to translate all languages
  - l.) Need to capture where our students are progressing and transitioning (what can we do to make it more efficient and effective?)

- m.) If we add data from other programs we can talk about where they truly connect
- n.) The governing board was impressed with the number of countries and languages and with the number of students with a HS diploma or higher.
- o.) Acceleration at the college level was what the chancellor was pleased about.

- 3. EL Civics objectives related to job skills: Rosemary Cameron
    - a.) Described some of the EL Civics areas that were worked on this year.
    - b.) 13.5 Interacting with Educational Institutions - covered
    - c.) 33.7 Accessing Employment and training programs - covered
    - d.) 52.1 Soft skills development – no curriculum for this – not covered
- \*All EL Civics units were taken from the list put out by WIOA 243

#### 4. Breakout Groups:

- 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?
  - How would a VESL course differ from a regular ESL course?
- \*Sara will send results of the breakout group discussions independently.

Minutes  
ESL PAC  
May 16, 2017 3:30-5:00  
El Cajon Adult Education Center

**Materials and Information Sharing Session: Teaching Listening and Speaking**

1. Reports: Peer Observations
  - a.) Tawnya observed Olga Sakorov (spelling?) at Cuymaca College  
She teaches an 80 – Grammar/Writing
  - b.) Peggie observed Lyn Neylon (spelling?) at Cuyamaca College  
She teaches 1A – Accelerated English and 1AG – Grammar
  - c.) Leslie observed Crystal Marshall at Grossmont College  
She teaches 71, Listening/Speaking
  - d.) Danielle observed Julie Graboi at Cuyamaca College  
She teaches 2A Accelerated English at the transfer level
  - e.) Sara observed Stephanie Frame Day at Cuyamaca  
She teaches 2A Accelerated English at the transfer level
  - f.) Natalia observed Guillermo Colls at Cuyamaca  
He teaches 1B Reinforcement English for students who got a C or below in 1A

\*Manuel plans to visit the GED course at East Region Adult Education

**Accelerated levels at Cuyamaca**

70+80 = Intro

1A + 1G

1B (for students receiving a C or below in 1A)

2A + 2G = Transfer Level

2B (for students receiving a C or below in 2A)

- 2.) Next meeting dates, Fall 2017, August 29<sup>th</sup>, Tuesday 330-5pm

Minutes  
ESL PAC  
August 29 3:30-5:00  
El Cajon Adult Education Center

Attending: Natalia Aylett  
Manuel Mancillas  
Sara Ferguson  
Tawnya Richards  
Peggie Daley  
Eric Miller  
Leslie Carter  
Ban Bakkal

**I. Stipend Guidelines**

- a.) Focus is shifting to professional development
- b.) Each member must contribute to the development of 1 workshop and participate in 1 workshop. (5-10 hours of work)
- c.) You are free to change your mind about participation in PAC if this is too much.

**II. Other roles and responsibilities of PAC**

- a.) The transitions dept. will be participating in future PAC meetings.
- b.) Stakeholders will be brought in to participate
- c.) People from the community will be invited to come and to disseminate information to others
- d.) Align ESL & CTE to coordinate on creating VESL opportunities
- e.) Attend PLC meetings and cross-pollinate
- f.) Invite other PAC committees to come and share their knowledge

**III. Workshop Planning and Task Force Designation**

- A. 1<sup>st</sup> workshop: "Teaching and Learning with ESOL Learners"  
Members: Sara, Manuel, Chuck, Danielle, Ban (consulting)
  - 1. Working with teachers of other disciplines
  - 2. Discussing Cultural Competence
  - 3. Addressing student's needs in other classrooms
  - 4. Cuyamaca is having trouble accommodating the number and level of ESL students accelerating through ESL and into the English Dept.
    - a.) Difference in culture between ESL and English Dept.
    - b.) Over-reliance on L1 a possible difficulty
    - c.) Perhaps adult school could 2-track the ESL program for academic rigor vs social interaction. Academic students could prepare for college expectations.
  - 5. Consortium pays for 10 hours of professional development. Perhaps ESL teachers could be paid to attend the workshops.



6. Higher level ESL could progress to CTE or High School Diploma before college
- B. 2<sup>nd</sup> workshop: Teaching Soft Skills & Communication to ESL learners  
Members: Tawnya, Natalia, Peggie & Leslie
  - 1.) Communication skills
  - 2.) Timeliness
  - 3.) Teambuilding
  - 4.) Cell Phone rules
  - 5.) How to encourage academic integrity

- IV. Next meeting September 26, 3:30-5:00,
- Create outline for workshop by email. Outline, potential dates & advertising plan due at next meeting.

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Notes from task force meeting for workshop "Teaching and working with English language learners"

8/29/17

present: Ban Bakkal, Danielle Griffith, Manuel Mancillas-Gomez, Sara Ferguson

Also a member of the task force: Chuck Passentino

Tasks due September 26, 2017:

- Decide date, time and location for workshop.
- Outline workshop.
- Create promotion plan for workshop.

Suggested time and date: Late October or early November, Friday 1:00-2:30. Possible date October 27?

Outline brainstorm:

- How do people learn a language (2<sup>nd</sup> lg acquisition)
- Using multiple modalities to teach Eng. lg learners
- English language learner population: nationalities, educational and work experiences, common problems
- Services available (NAMI, County mental health clubhouses)
- encouraging academic integrity
- Using rubrics that include grammar
- cultural expectations about classroom behavior

Minutes  
ESL PAC  
Sept.26, 2017 3:30-5:00  
El Cajon Adult Education Center

Attending:	Tawnya Richards	Sam Lund
	Sara Ferguson	Danielle Griffith
	Peggie Daley	Manuel Mancillas-Gomez
	Ute Maschke	Leslie Carter
	Eric Miller	

**Announcements:**

Stakeholders Meeting Friday, October 20th, from 9-12. Breakfast at 8:30 Cuyamaca college.

2016 attendance included students, businesses, and teachers from adult school or colleges.

Questions for stakeholder's meeting: What have we done? Where do we want to go? Mission statement?

**Workshop Reports:**

Tawnya, Peggie, Leslie, Natalia "Classroom Culture: Got Cheaters? Academic Pathway for Academic Success"

Leslie and Tawnya will be working on the classroom culture and Peggie and Natalia will be working on the Academic Integrity aspects.

Ute: Make sure to have hands-on activities to distribute to teacher for a take-away. 1-1.5 hours at ECAC in December.

Audience: ESL, ABE and/or HSE teachers. Focus on tools and techniques for teachers.

Potential date: Dec. 1.

Tawnya and Leslie will ask Cynthia for help with the flyer, due by Thanksgiving.

"Teaching and Working with ELL's." Sara, Chuck, Danielle, Manuel  
November 16th 4-5:30 location TBD.

Section 1 Student populations at schools, goals, background, common problems.

Section 2 How language is acquired. Chuck will present, interlanguage.

Section 3 Cultural competence

45 minutes in groups working on presentations.

Next meeting October 31, 2017 (workshop preparation) and December 5, 2017

## ESL PAC – Meeting Notes

**Date:** 12/5/17

**Time:** 3:30 – 4:30 pm

### **In attendance:**

Sara Ferguson

Tawnya Richards

Danielle Griffith

Manuel Mancillas-Gomez

Chuck Passentino

Natalia Aylett

### **Workshop Debrief – What worked? What can be better?**

Encourage attendance:

- Schedule workshops earlier in the term, midweek and later in the day, maybe between afternoon and evening classes.
- Schedule workshops to match the PLC hour requirements
- Think of more ways to promote the workshops

How to make the prep process less tiring/time-consuming:

- Have “Best Practices” workshops in which several speakers share their tips/best practice for about 5 minutes each.
- Find workshops that are already being offered and refer instructors to them.
- Have a bank of easily reproduced workshops that can be presented again and again.
- “Shared Materials” workshop in which instructors share their lessons and best materials.

Things that worked well:

- Ability to meet together to prepare/rehearse
- PD pay encouraged attendance
- Information presented was very useful – attendees offered positive feedback

Members agreed to further discuss ideas for workshops at the beginning of next term.

### **Report on ESL PAC Meeting in Sacramento – Manuel Mancillas-Gomez**

During the meeting, alignment between adult school and colleges was discussed. The goal is to match the ten adult education standards to the competency map that was generated by the Common Assessment Initiative.

### **What is the purpose of our ESL PAC?**

Alignment between adult school and colleges seems to be a major goal. These questions were raised during discussion:

1. How can true alignment happen when the purposes and structures of both institutions are so different?
2. Is alignment feasible, or even beneficial, for students who attend different institutions for different reasons and with different goals in mind?
3. Should we force adult ed. students to fit the academic English or community college model and purposes?
4. Would alignment exclude some students who want to learn the language and culture but have no academic goal in mind?

Perhaps a possible way to align and prepare students who are on the college path would be to add courses to the adult school offerings. These courses would be designed to specifically help students transition from adult school and into college and would have a more academic focus.

**Ideas for next term**

Observations have been enriching for all PAC members. We would like to be able to open up the opportunity to observe classes to more adult education instructors. Offering PD pay for those who observe classes would encourage this and would provide many more instructors with the opportunity to observe other classes both at the adult school and at the colleges.

**Next meeting scheduled for 1/30/18 at 3:30 pm.**