**ESOL Department**

**Department Meeting Minutes**

**Thursday, November 6, 2014**

**1. Northern Alameda County Regional Consortium for Adult Education**

* State has given money for adult schools, which will also impact California Community Colleges.
* Adults schools in our region and Peralta Community Colleges have to decide who is going to offer what.
* Lisa and Suzan have been going to Consortium meetings for a year to discuss how we want to divide up courses/responsibilities between adult schools and Peralta.
* Important for us to talk about: Governor in the next budget will fund non-credit and credit the SAME, whereas before, credit received more funding. Will credit and non-credit teachers be paid the same or teach the same number of hours?
* The state will ask for accountability for both types of courses.
* For students, non-credit courses may benefit our students because:
* courses are almost free—they won’t have to use financial aid to take them.
* they can be repeated without penalty.
* State may mandate that every course that is not UC or CSU transferable be non-credit.
* If no mandate, we have to decide which are credit courses and which are not credit courses in our department, which will have the potential to affect our jobs.
* This change may cause a push for more full-time jobs at Peralta and adults schools.

**2. Basic Skills/Equity Plan/ SSSP Initiative Update**

* Basic skills plan passed thru Laney Faculty Senate last Tuesday.
* ESL will continue coordination of ESL Pathways Program. Suzan will work on developing more cohorts.
* Equity Plan addresses the fact that certain age and ethnic groups are not getting the resources they need to stay in college and succeed at the same rate as other groups do.
* State will be giving money to all colleges to support equity for all students. In ESL and basic skills courses, Suzan has found that data shows that those who re-enter school after some years away (ages 25 and above) and Latinos have less success based on the fact that they drop out of courses/college. Why? Re-entry issues, responsibilities at home and work. The Equity Committee is meeting to plan how to ameliorate this. What activities/programs can we create to support these students? Sonja suggested having an ESL class just for Latino students. What about contextualizing language learning in fields that students are taking other classes in?
* SSSP Initiative affects ESL because our students are waived from taking the .5 unit Counseling “Orientation to College” course when they first enter Laney because of the language barrier. We never go back and make sure they get that information as they progress in their English. When should these students be required to go back and take this course? SSSP Committee is working on this question and also creating an early alert system for all students who are falling through the cracks.

**3. ESOL Acceleration College**

* This is funding, this semester through APASS, to provide teachers with professional development and support for instructors working together in the Intermediate Reading/Writing course. They are using common approaches and practices to meeting objectives on the course outline. Participating is voluntary, and those who are participating are receiving a stipend of $1,500.
* This semester, teachers are using a novel as their base text, and bringing in related readings and grammar taught within the context of the novel. Instructors are mentoring each other. It’s a lot of work, but worth it.
* This college will be taking place in the High Intermediate Reading/Writing course next semester and will be funded through the Basic Skills Committee.
* Instructors can use fiction or non-fiction as their base text.
* Kathleen Pappert suggested advertising a theme in the Schedule of Classes so students know what these courses will be focusing on.

**4. General Announcements**

* David needs accelerations lists from instructors.
* Suzan is curious as to how acceleration is going. Some teachers are accelerating fewer students than a year ago, some are accelerating the same or more.
* Lisa is fighting to hire an institutional researcher so that we have data to show how accelerating students do after a year or two in our accelerated program. After two years of acceleration, we still don’t know how students have fared.
* Steve has flyers for the High Beginning cohorts. There are 3 different cohorts.

1. For current cohort students who are going to the HB-B level next semester.

2. For brand new students who test below our HB level.

3. For HB students who test below the HB level, but have high enough skills to take a reading/writing class.

* Miriam Zamora-Kantor is throwing a retirement party for Sonja on December 5, 2:00-4:00 pm in the Bistro.
* Judith’s choir is putting on a concert in Alameda on December 6th.