

2011 California Consortium: Wednesday, June 15, 2011

Minutes

- I. Welcome/Opening remarks: Pat Rickard
- II. Presentation of Promising Practice/Making a Difference Awards: Pat Rickard/Debra Jones
- III. Debra Jones: California update
- IV. Focus group activity: Participants sat at tables depending on their transitions-related interest (ex. Counseling and Support Services, IBEST). Each table had a facilitator who presented information about the transition program at their agency. Each table then discussed ways to incorporate these types of activities at their own agencies, and created action plans to do so. After working with table groups, some participants were selected to share their action plans with the entire group.
 - a. ESL Bridge Class (shared by North Orange CCD)
 - i. Goal: help students transition from ESL into GED courses
 - ii. Action: GED counselors to visit Academic Success Classes (high level ESL) and recruit those who want a GED
 1. Counselor creates schedule of what they will cover in their presentations to the classes
 2. Already have a lot of resources, just need to connect everything in a streamlined way (work with what you already have!)
 - b. Counseling and Support (shared by Napa Valley)
 - i. Idea #1: Virtual student portfolios to streamline transitions
 1. Good because everyone knows where the portfolios are and what goes into them; Students know when they are ready for transitioning
 2. Challenge: Portfolios need to be accessible as well as secure
 - ii. Idea #2: Follow-up with students after initial advising
 1. Goal is to prevent any students from falling between the cracks
 - c. Academic Transitions (shared by Stockton)
 - i. Display transition maps that show all steps of transition (put up in all classrooms)
 - ii. Connect with staff members from Mira Costa College for support since they have a successful academic transitions program
 - d. Working with WIBs (shared by Redlands)
 - i. Partner with Workforce Investment Board (WIB) and see if the adult school can provide training for them
 1. Important to form relationship with WIB before asking to partner with them
 2. Need to see where WIB is putting their money and have adult education training mirror those needs
 3. Make sure WIB knows what type of training you could provide, depending on their needs

4. Need good staff to keep track of everything

Notes from Discussion Groups:

- Table #1: Counseling and Support Services
 - o Berkeley Adult: Steps to providing support for students
 - Assess reality and set measurable, time-bound, and accessible goals(ex. “By the end of this year, we will....”)
 - Life skills class and advising in HS Diploma program
 - o Issues at other agencies:
 - Students sometimes funneled into the wrong program
 - How to fix this: Mandatory orientation
 - ESL dropouts
 - How to fix this: Hire bilingual social worker who hosts support groups for learners transitioning into school culture
 - Links to social services for ESL learners is very important
 - o Academic side only works when other pieces are in place (if students aren’t supported they won’t persist in the program)
- Table #2: Partnerships with Other Agencies
 - o Need: list of possible contacts
 - List of businesses and local agencies
 - Clearly stated goals
 - o Look for problems and pitfalls to avoid
 - o Need to market the school and its services to the community
 - o Look for partners who can help to remove barriers for our students
 - o Get district office and board support
 - o Invite community members to participate in grant writing and looking for prospective partners
 - o Leverage funding to attract additional funding
- Table #4: Academic Transitions
 - o MiraCosta College (ABE Bridge Class): College readiness for all (everyone comes through the door with the goal of transitioning into something else)
 - Advisement and faculty leadership very important
 - Use WIA money to get part-time credit counselors to counsel students
 - o Stockton Adult School: whole staff involved with student support
 - o Important to get adult school and community college partners together
 - What should adult schools ask community colleges?
- Table #5: ESL to GED Bridge Class
 - o Promote GED program to each ESL class to gain interest
 - One challenge is lack of confidence among ESL students- provide motivation and “pep talks”

- Provide supplemental classes to help with transition into GED
 - Pre-GED class for ESL students
 - Slower paced, taught by ESL teacher
 - Students eventually “promoted” to GED Prep based on teacher recommendation
 - Writing class focusing on essay writing
- Table #6: Working with WIBs
 - Proteus works with 4 WIBs
 - Runs the one-stops at three centers
 - Provide skill labs, job readiness/interview skills
 - Have ITAs (Individual Training Accounts): varies between counties
 - Some counties have joined together to form consortiums to work with WIBs in their area
 - WIB board meetings: 3-4 times a year, open to public
 - Schedule always posted on website
 - WIB board made up of members of adult school, community colleges and other agencies
 - Lots of benefits to attending state level WIB meetings
- Table #8: Transitions Within Agencies
 - Training: train staff to find the best transition fit for each student
 - Orientation: inform the students on options for their education (from the very beginning of their time in adult education)
 - Teacher Presentation: Send the teachers from CTE/ASE/ABE classes into ESL classes to present information to students
 - Field Trips: Within the school (to different programs, campuses) to make students aware of all classes/training available
 - Counselors: Go out and meet students in classrooms to share requirements and procedures for transferring across programs
 - Learner Outcomes: Staff should ID clear learning outcomes by level and by program in order to move students along
 - Get to know students to develop student buy-in
 - Look at data to see where agency is in terms of retention, student movement