Cross Program Discussion - Auditorium
Jamie Razo (Tri-Community) & Joe Miraglia (Rowland)

General Collaboration:
- How can we align our programs efficiently?
  - Continue to meet regularly for in-depth collaboration.
  - Begin aligning curriculum, share lesson plans, finals and objectives.
  - Use common google classroom for teacher communication.
  - Get to know each other's sites.
  - Examine program titles so they are similar at each site. Line up required minimum hour requirements.
- How can we implement Contextualized Education for CTE?
  - Provide more collaboration time between consortiums, cross district in services, offer VESL classes for all students.
  - Develop a progress report, address reading level gaps.
  - Use job placement centers.
  - Make transition easy for students by helping them become familiar with program opportunities.
- What are the future plans for cross program collaboration?
  - Offer basic intro classes that bridge to higher education.
  - Offer prerequisite for CTE class requirements. Utilize similar assessment measures, ex. CASAS and share resources with teachers.
  - Provide teacher collaboration time to discuss programs.
  - Guest speaker in the classrooms to promote college/career opportunities.
  - College/career workshops.

Transition/Bridging/Cohorts:
- How can we better adapt ESL student transitions to other programs?
  - Use more visuals create pathways.
  - Provide resource fair with participating schools.
  - Have reps from each area meet to build cohort.
  - Develop vocabulary specific to CTE skills of student's choice.
- How can we develop cohort programs that collaborate between ABE/ASE & ESL, CTE & ESL, CTE & HSD…?
  - Support from High School Counselors to provide information to students in regard to alternative educational options.
  - Share emails, use google drive, meet to review, designate one person to share info between all sites.
  - One-on-one interviews for students to decide which program is the best fit.
  - Showcase or open house provided at all sites.
- How can counselors support matriculating students to ABE/ASE?
  - Provide counselor outreach opportunities.
  - Create partnerships with each site.

- ○ Share counselor resources.
        - ○ Participate in a unified college fair to create relationships amongst districts.
        - ○ Individual student seminars or workshops providing information to the public.
- How can we market programs in a collaborative process? Marketing between programs?
    - ○ Video presentation on CTE programs and all other programs offered.
    - ○ Provide guest speakers in the classrooms offering pathway opportunities, social media, program presentations for all students not just seniors.
    - ○ Trade specific advertising to trade specific contractors and supply houses.
    - ○ Showcase events or open house.
    - ○ Newspaper advertisements, flyers & promotional materials describing program specifics.

Cross Program Discussion - Mountain Vista 1 & 2
Catyana Ornelas (Pomona), Micah Goins (Tri-Community) & Valerie Clifford (HLP)

Student Support:
- How do teachers and counselors create a vision of support (access & success) to serve the adults in the consortium? What do counselors and instructors need to do this?
    - Adult Compact for Education Support (Rowland Program)
    - Encourage persistent support.
    - Have counselors visit classrooms to provide visible support.
    - Inform students of support services.
    - Collaboration between teachers and counselors throughout the program.
- How can all ESL students have the same access to counseling services as other students?
    - Incorporate ESL students to activities and meetings.
    - Assistant technology to allow accessible information.
    - Prioritize ESL students.
    - Have bilingual counselors and possible translators.
    - Have counselors go into the classrooms and be a presence.
- How do we make services more personalized?
    - Individual appointments with counselors with an educational plan.
    - To-do checklist towards individual goals.
    - Face to face meetings and interactions with counselors.
    - Tracking student needs.
    - Introduce students to many pathways.
    - Assist students in transferring to other pathways.
    - Visiting classes more often.
    - Visible written plan with scenarios that students can identify with transitioning from ESL to a Career Pathway.
    - CalPro Workshop.

Special Populations:
- How do we identify, manage, and serve special populations? (e.g. AWD) Is there professional development on this topic?
    - Self disclosure orientation/registration.
    - Linking struggling students to services.
    - Universal Design Learning: www.cast.org
    - Identify outside resources.
    - Entry level assessments.
    - Encourage professional development to all staff on campus.
    - Accommodations

- How do we collaborate across member campuses when students might be better served elsewhere?
  - Have a pool of informational resources.
  - Have a Career Day on campus just for adult schools.
  - Consortium conference.
  - Master Website between all schools.
  - Reduce student barriers.
  - Provide student booklets/planners.
  - Have campus tours.
  - Provide referrals for community services. (Consortium website, "211," Rainbow Guide)

Cross Program Discussion - Campus Vista
Dalia Chavez (Mt. SAC) & Noelle Dingillo (Tri-Community)

Motivation and Engagement:
- How can collaboration keep students engaged and moving forward?
    - Education Sherpas: A guide for students as they maneuver along different pathways.
    - Counselor engagement: ensure there is a counselor for each student pathway.
    - Having educators address student needs in classroom and make referrals as needed to outside resources.
    - Having instructors communicate with each other to provide resources to their students, to share content across different programs at various sites.
    - Integrating course content into various courses. For example, GED content in ESL courses to facilitate a student's move through various pathways.
    - Encourage students to use technology as a resource and become familiar with various systems.
    - Use technology to promote interaction, collaboration, share successes and failure, exchanging ideas, checking for understanding and providing knowledge.
    - Using Technology such as Google Keep, Google Slides, videos to engage different learning styles/teaching styles, and to utilize learning communities.
- How do we address students who are not making academic progress? What services can we provide?
    - In order to address students needs we need to know what barriers they face. Assess student needs.
    - Personal
    - Academic
    - Occupation
    - Peer Mentoring: have students that have completed the program come back to assist current students.
    - Ensuring students have skills for the 21st century in order to be successful
    - Utilize progress reports for things such as attendance, or grades to identify students for services such as tutoring, or additional assessments to ensure they are placed appropriately.
    - One on one progress reports between student and instructor.
    - Use additional courses to aid in additional skills.
    - Using educational apps and teach student how to use these tools.
    - Use a buddy to system to aid students along their path.
    - Ensuring students know about resources:such as learning center, counselors, tutors, Early Alert: Instructor refers student to counselor for assistance.
    - Seesaw

External Partners:

- How can we develop relationships and collaborate with community resources?
    - Social Services: WIC presentations, coalition for humane rights, Rainbow resc.
    - Safety Services: campus safety trainings
    - Professional Services: Career wkshp, college fairs, resume,job fairs, guest speakers
    - Provide a practical resourcee. For example, role play with a student prior to making a phone call
    - Field Trips: Particularly for CTE students, cosmetology, State Board
    - Provide svcs to community centers: go to churches and senior citizen centers for free haircuts,
    - Using websites, business partners, showcase, open house, flyers/brochures, banners, word-of-mouth, and an overall good attitude
    - Advisory Boards, community showcase, career fairs
- How do we strengthen and share our partnerships (external) with each other?
    - Providing opportunities to network across institutions.
    - Open House
    - Committess
    - Work/Study Partnerships
    - Internship/Externship
    - Consortium
    - Workforce task groups
    - Staff Meetings
    - PLCL Professional Learning Community
    - School Visits
    - On site Internships
    - Participation/feedback and surveys
    - Networking and connecting with others
    - Sharing best practices