![Mt.SAC Regional Consortium for Adult Education logo]

**Minutes**

# CSS Work Group

**Monday, March 13, 2017**
**10:00 am - 12:00 pm**
Mt. SAC

| Baldwin Park | Hacienda-La Puente | Rowland | Partners/guests present: |
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| ☒Adriana Rodriguez | ☐Elbia Sarabia<br>☒Maria Tellez<br>☐Theresa Petersen<br>☒Valerie Clifford | ☐Joe Miraglia | |
| **Bassett**<br>☐Marlen Martinez | **Mt. SAC**<br>☒Cindy Bonilla<br>☐Dalia Chavez<br>☐Erika Mendoza<br>☐Joan Wright<br>☐John Pellitteri<br>☒Naomi Avila<br>☐Sherrie Jansen<br>☒Yvette Santillan | *Tri-Community*<br>Charter Oak<br><br>Covina Valley<br>☐Charley Beal<br>☐Jamie Razo<br>☒Micah Goins<br>☒Noelle D'ingillo | |
| **ESGVROP**<br>☐Elia Evans<br>☒Jennifer DeSantos<br>☒Raymond Luong | **Pomona**<br>☐Catyana Ornelas | **Consortium**<br>☒Lila Manyweather<br>☒ Ryan Whetstone<br>☒Sage Overoye<br>☒Wanda Pyle | |

Agenda
- Welcome/Introductions
- Review Minutes from Last Meeting
- Consortium-Wide Meeting Recap
- "Best Practices" Worksheet
- Next Time

| Minutes | |
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| 1. Welcome | Meeting called to order at 10:15 AM – Facilitated by Micah Goins.<br><br>Tri-Community updated the group on their new location, WASC visit, and Department of Education visit.<br><br>Ryan discussed the requirement of the consortium to use TOPs for data. Specifically, the "services rendered" section on the TOPs form. This section should be completed if the student receives counseling services. |
| 2. Review Minutes | Minutes from 2/15/2017 were unanimously approved. |

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| 3. | Consortium-Wide Meeting Recap | February work group summary was distributed. Those who attended cross-program meeting felt it was valuable, and want to know where we are going with the ideas and questions generated. One major concern generated in the cross-program meeting was that adults with disabilities might be enrolling in ABE, ASE or CTE classes that do not have necessary resources available to assist that population. |
| 4. | Best Practices | CSS Best Practices Tool was distributed and discussed.<br>Intake:<br>This was the focus of the Fall 2016 conference. Intake practices vary between ESL, HSD, CTE. Some schools have the front desk staff narrow down the needs of the students before sending them to a counselor for next steps. Having a centralized location for students to receive all support services would be useful. It would simplify the process for students and thus decrease drop outs. Tri-Community feels their academic intake process is strong, but their CTE intake process is weak. Their academic process does all testing and gives all information to the student up front. If a student has an active or inactive IEP the counselors work with the staff to help provide extra support to the student. Mt. SAC asks if a student has had an IEP on their intake form in order to allow students extra time on exams, a quiet work space, a separate desk, etc. There need to be clear ideas of how you are going to accommodate students if you include this information on your intake form. A question was raised: If a student with an IEP age 18-22 comes to your adult school with no high school diploma, what are your obligations in terms of accommodations for that student?<br>After discussion, best practices for intake include:<br>      Use a goal setting/ed plan template<br>      Provide resources and bridges<br>      Have a centralized location for student services<br>      Assessment<br>      Structured orientation<br>Ongoing Guidance/Support:<br>Mt. SAC has call lists to follow up with students (i.e. if students are within 10 credits of completing a program, they are placed on a list and counselors call to notify them). Other schools have similar practices. The same practice cannot be used at every location, but there should be an organized comprehensive protocol for student follow up. Mt. SAC. Discussion on career assessment surveys followed. Some felt giving these surveys at intake is too overwhelming. Many schools also felt that the time you give the survey depends on the individual student and their academic plan. Examples of career assessment surveys include: California Career Zone, www.whodoyouwant2be.com. ESGV ROP has a volunteer student ambassadors program that does fundraising for graduation and helps with other events. |

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|  | After discussion, best practices for ongoing guidance/support include:<br>    Career assessment<br>    Comprehensive organized plan for follow up<br>    Workshops (i.e. financial aid, resume, etc.)<br>    Bridging tours<br>    Needs assessments<br>    References/resources<br>    Review ed plan<br>    Support teachers and provide professional development<br><br>Micah will summarize this and distribute an updated CSS Best Practices Tool. |
| 5. Next Time | The next meeting is Monday, April 10, 2017 from 10:00 AM – 12:00 PM at Rowland. Each member should be ready to discuss the final two sections on the "Best Practices" document. Participants should also bring samples of Ed Plans and Resource guides (i.e. 211). |

**Next meeting:**  Monday, April 10, 2017; 10AM – 12:00 PM; @ Rowland