

ESL Department Meeting **Minutes**
October 6, 2022, 2:30 p.m. to 4:30 p.m.
Zoom link: <https://us06web.zoom.us/j/87972675493>

Attended (16): Ana Arias, Jolanta Buzdygan, Patricia Davidson, Jarek Janio, Henry Kim, Chris Kosko, Lilimar Lunar, Jose Lopez Mercedes, Silvia Rodriguez, Rupali Mukherjee, Leonardo Patino, Patty Sanchez, Helen Serrano, Shane Uesugi, Sandra Watts, Merari Weber
Absent: Tim Chavez, Ann Tran
Guests: Yuri Betancourt, Janet Cruz

1. Welcome and introductions (5 minutes): (Meeting started 2:30 PM)

Jarek: Welcomed everyone and asked if there were new attendees.

2. Public comments (3 minutes):

Merari: Said she had heard gossip about her and asked everyone to help stop it if it came up. The rumor was that she had filed a grievance against Dean Kosko, but she had not filed a grievance against Chris. Merari added that she and Chris have a professional and respectful relationship that was working well.

Henry: Reminded several attendees that they could not comment on public comments.

3. Approval of the agenda (5 minutes):

Jarek: Requested approval of agenda, and it was approved unanimously.

4. Approval of the minutes (5 minutes):

Patty: Abstained because she had added some corrections to the May 5, 2022 ESL Department meeting minutes.

Jarek: Responded that the corrections would be added to the final May meeting minutes. Jarek moved to the September 1 minutes for discussion.

Merari: Moved to vote on the September minutes at the next meeting to give additional time to review them. Sandi seconded and motion passed. Merari also moved to receive the minutes 2 days prior to the next meeting to have time to provide input for approval. Patty seconded the motion and there was discussion.

Silvia: Made another motion to ask for the minutes a week earlier.

Jose: Clarified that Silvia's motion was an amendment to Merari's motion and not a new motion.

Rupali: Said that 2 days prior were sufficient and preferred.

Jarek: Had asked for approval of the 2 days prior of the minutes motion, and it passed with one no vote from Silvia.

5. Reports and Updates:

6. Chairs' reports (20 minutes):

- **Jarek Janio, Chair (10 minutes):**

- Updated everyone that they had provided CASAS and EL Civics informational trainings for ESL instructors. Jarek added that questions about flex obligations from ESL instructors and coordinators were to go to Jose for professional development.
- Added that new ESL instructors were being hired, but the process had been slow and time consuming.
- Added two trainings in Gateway for technical support and professional development activities by California Adult Literacy Professional Development Project (CALPRO).

- **Henry Kim, Co-Chair (10 minutes):**

- Showed the SAC SCE Quick Facts for 2019–2020 and highlighted the ESL Program. The ESL Program had served almost 50% of the total 19,983 noncredit students. Chris confirmed that so far there were almost 5,024 ESL enrolled students in the ESL Program.
- Henry also mentioned ESL Certificates of Competency in our ESL Program were being awarded by Sarah Salas. Henry added that the ESL Program generated a lot of FTES for the district. One FTES equaled 525 attendance hours.

Jarek: Noted that FTES was a formula for positive attendance for in-person classes. He added that FTES hours were increasing each semester, but still was not close to what was generated prior to COVID-19.

Janet: Asked if the enrollment number included students in all learning modalities and Jarek responded yes.

Helen: Asked what was FTES based on for noncredit students versus units for credit students. Jarek responded that positive attendance was being recorded for in-person and remote live classes. For census-based ESL classes, there was also a set number of attendance hours that were assigned or allocated to students who persisted through their classes after census 1. The main factor was that those students needed to have been present and not dropped by their instructors. Students who continued in their courses after census 2 were also allocated a set number of attendance hours. Collectively, the attendance hours for both census 1 and 2 ESL students were combined and added to overall noncredit FTES production. Jarek clarified that for noncredit courses, there were two census dates versus one for credit courses. Since noncredit students received no units unlike for credit students, student persistence and course completion were key factors for noncredit students. Jarek pointed out that noncredit FTES was paid at the same rate as credit FTES by the state.

Jose: Mentioned there was an updated SAC SCE Quick Facts for 2021–2022, but since it did not count the Fall 2022 Semester as it was dated August 24, 2022, the data may not have been reflected in the actual numbers in the latest version.

Jarek: Emailed to Henry a document called *Understanding and Calculating FTES and Efficiency Planning 2019 Spring SEM Program, 2nd Edition* to upload into the chat for everyone.

7. Dean Reports:

- **Christine Kosko:**
 - Was unable to join the meeting.

8. Merari Weber (5 minutes): SAC AEC

- Reported that she was working on removing boxes from VL [The Village at SAC] 209 that had contained high school, career education, and CASAS materials.
- Met with Gail Shook, a representative for a refugee organization, who was bringing in Afghani refugees to SAC AEC. Merari had spoken to a noncredit registration staffer (Isadora) who mentioned those students needed to develop their writing skills. An idea to help support their writing skills was to create a literacy or a beginning writing class. In addition, conversation and pronunciation classes were being considered for the students who attended SAC AEC only.
- Noted a concern was that a machine to complete bus pass applications was only available at CEC, and SAC AEC students had trouble traveling to CEC since they did not have bus passes. Merari added that some SAC AEC ESL instructors were taking the applications to CEC. She asked Janet, Jarek, and Henry to see if the machine could also be placed at SAC AEC.
- Added a question about student parking which was if ESL students would pay the full parking rate or would it be prorated since the parking permit was not yet available.

Jarek: Asked Merari about parking for teachers at SAC AEC.

Merari: Responded that at SAC a new procedure that involved a digital parking permit system or machine was being tested, so there were no permits or parking tickets so far. So, the question was would ESL students be required to pay \$30.00 for the semester since the semester was almost done. Prorated parking fees or no parking fees seemed ideal for ESL students. Merari added that CEFA would be providing the parking permits for ESL faculty at SAC AEC.

Jose: Commented that at SAC AEC, around 15 to 20 thirty-minute parking spaces were added, and those were very helpful. The 30 minutes was a plus as they allowed new ESL students to register for their courses and get their parking permits.

Helen: Brought up that in regards to transportation discount consideration for our ESL students, there was a student success initiative program (Go Pass) in conjunction with the Los Angeles County Metropolitan Transportation Authority that would pay 90% of the bus pass fees for students. Merari answered that ESL students were already receiving free bus passes, and an email would be forthcoming about it from Chris. That was the reason why ESL students at SAC AEC were trying to complete the bus pass application.

Shane: Added that he had a literacy level student from Afghanistan who needed support. Merari answered that a list of students was being compiled who needed literacy support to start a class. A literacy class with a reasonable number of students, and a strong literacy level

instructor would be good. Referrals were coming from the refugee organization representative. Shane added that translations were unavailable for his Afghani student, and it was difficult to explain to his student directions to get into Canvas.

Merari: Said that she would be teaching at SAC AEC a four-week digital literacy class with Career Education starting October 24 on Mondays and Tuesdays to onboard students in person. Those students would practice via a hybrid model in Canvas, so they would be used to Canvas after the class and function well in a hybrid environment.

Leo: Added that two Afghani students had asked him for help to write in English. So, he found a phonics book for adults that included pages with QR codes that connected to a YouTube video with someone teaching them how to say words and pronounce the letters. The benefit to Leo was he did not have to stop teaching his class, and Leo followed up with those two students after a few weeks to see how they were pronouncing letters and words. The two Afghani students eventually had purchased the phonics book.

Merari: Recommended to Leo to speak with Henry as this type of need seemed to be increasing. She also asked Janet to see if she was aware of that need. Students had received laptops, but some still needed digital literacy skills to use them.

9. Henry Kim (10 minutes):

- **ESL Curriculum**

- Reminded everyone that five trainings had been scheduled on Fridays, and the information was emailed to them. Three trainings would be in person, and the final two would be online.
- Asked if the revised CORs had been working out well for everyone this semester.
- Mentioned that one of the ESL instructors at SAC AEC had put together an Excel spreadsheet to ensure his COR objectives were being taught. Henry also did a similar checklist and had asked that others also do something similar because the revised CORs had been revised substantially. A request for feedback from ESL instructors regarding the revised CORs would be done later on.
- Noted there were many shared courses with OEC, and a committee would be reviewing them in a meeting. In addition, a curriculum committee for the district would be starting up again, and we would be part of it.
- Thanked Jose for making the five training descriptions more proper with a better name in Gateway.

Jose: Replied that there was collaboration and thanked Jarek and Henry for having taken the lead to put together that professional development series.

Merari: Added that the instructor was Greg who was a great instructor, and he had gotten a full-time job so he would be leaving SAC AEC.

Janet: Replied that the ESL Language Lab was full and having enough seats was challenging at times. The lab faculty included Janet, Denise Dowling, Rebecca Bowers, Sylvia Somiari, and Norma Olivares.

- **ESL Lab/English Language Lab**

- Noted that Chris had opened up a new remote live ELL section on Fridays. Norma Olivares who had taught ELL students on Saturdays in the lab had a full class. The ESL Lab was available to students Monday to Saturday.

- **ESL Textbooks**

- Mentioned that the ESL textbook list was being reviewed and thanked everyone who had ordered textbooks. Raul Quinonez was keeping the book prices as low as possible.

10. Jose Lopez Mercedes (5 minutes):

- **Professional Development**

- **Distance Education**

- A cohort of 20 faculty from different departments had participated in the summer to fall OTD trainings. Out of the 20 participants, 9 ESL faculty had completed their OTD training certification and one faculty was ESL/CTZ.
- RIC Trainings were ongoing and work was being done by 54 participants. So far, one ESL faculty had cleared the RIC.
- Per SAC Academic Senate, OTC/OTD Certification would be required to teach any DE modalities starting Spring 2023.
- A picture of attendees at CATESOL in person was shared, and it showed Merari, Melanie Mowrer, Song Hong, Patty, and Jose. Jolanta and Shane attended the CATESOL conference in-person in Pasadena. Patty and Song were involved in leadership roles in the CATESOL Board.
- Jose was a panelist in the Online Teaching Interest Group discussion group on Friday at CATESOL that discussed online teaching and humanizing an online class. Jose was planning a training to incorporate what was learned in the discussion group and from the other panelists. He wanted to continue exploring how to humanize the learning experience for our students.
- Jose and Merari were planning to do a workshop for faculty on ESL & Equity after having learned some strategies on this topic from Palomar College. Jose added that most of the workshops he had attended were based on the topic.
- Jose presented a flex workshop, one in person and one remotely, to introduce PD Gateway (Our Professional Network). Thirty faculty who had attended the workshop had learned how to access and navigate Gateway, sign up for trainings, and find and join learning communities. Towards the latter part of the workshop, dashboard reports were covered.
- A reminder was to go into the PD Gateway calendar on the dashboard to view the various icons for example to explore and access available trainings. The dashboard reports were available to find flex status updates by clicking on Reports on the top bar and then Dashboards.
- Jose reminded everyone to complete Fall flex obligations by December 1.
- The Spring 2023 PD week would be from January 3 to January 5, 2023.

Henry: Asked about the 9 ESL faculty who had completed their OTD training. And Jose said Sandi Watts was one of them, so everyone congratulated her at the meeting.

Sandi: Said it was a great course, hard work, and an opportunity that was available to faculty.

Rupali: Asked Jose if a new cohort was being put together to be completed before the end of Spring 2023 Semester.

Jose: Replied that a second cohort of 30 people to be trained before the end of the semester with the required prerequisite was planned, but only 4 faculty qualified with the prerequisite required, so it could not be done. The training was offered in the summer to be completed before the deadline. Jose added that deans were already planning the schedule for spring. Jose added that there would be one in the spring.

Rupali: Asked Jose if it were possible to complete the OTD training by herself with a mentor or someone who could answer her questions.

Jose: Replied that the training was self-paced and a facilitator was required.

Patty: Asked if an instructor wanted to teach remote live in the spring would the OTC be required. Patty also asked if instructors could pay to take the training by themselves through @ONE and then be reimbursed afterwards.

Jose: Responded yes to the required OTC training but no to the reimbursement question. The free training had been board approved, and it was not negotiable. Faculty who would like to pay and complete the training by themselves could do it, but there was no reimbursement protocol as per the board. The cost of the training was asked, and Jose replied "\$300.00."

Merari: Added that the OTD was a requirement to teach via hybrid, online, or remote live in the spring.

Henry: Asked if teachers teaching all instructional modalities in the spring would have flex obligations in the spring.

Jose: Responded that many distance education faculty had not been able to participate in PD activities. So, the union looked into the situation and noted distance education faculty were not being provided flex trainings and not benefiting from them. As a result, CEFA negotiated with the board for everyone to have the training opportunities regardless of their teaching modalities. Jose clarified that in order to qualify for flex, faculty had to have an assignment that began at the beginning of the semester. But if faculty had a late assignment, there would be no flex obligation. An example Jose shared was a faculty who may have been hired a month later in a semester would not have any flex obligation.

11. Yuri Betancourt (5 minutes):

- **Comprehensive Adult Student Assessment System (CASAS)**
 - Thanked the ESL Department because since July almost 5,000 tests had been given with the majority of them to ESL students.
 - Shared a summary of CASAS and EL Civics trainings completed recently. The results reflected data from remote live class assessments, completed assessments with rubrics, and scheduled remote and online assessments.

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- Confirmed that onsite classes would do all 3 COAAPs. Instructors could choose one COAAP to grade them upon receiving training and follow due date guidelines. Yuri had asked for confirmation that new ESL teachers could do one COAAP if they chose to do so. Second, Yuri confirmed that Saturday instructors were expected to turn in one EL Civics for the entire program year from July 1 to June 30.

Jarek: Replied that the number of COAAPs to complete would depend on the instructors, and accommodations could be made if there were any difficulties, but they could do one. He reminded everyone to meet the EL Civics packets deadlines.

Yuri: Added that remote live, hybrid, and fully online course teachers should have been teaching all 3 COAAPs. The challenge was how to administer and schedule the oral or online assessments based on the number of available CASAS staff and scheduling the dates. There was an ongoing project to train ESL faculty on how to grade their EL Civics assessments. Yuri noted the assessments and grading for EL Civics lessons take time to be completed, so everyone needed to be patient.

A past issue of when graded assessment results were being returned to instructors who had turned in their packets was brought up. The challenges were not having enough writers to grade the assessments, and packets not being turned in on time to grade them. Now, with the grading option by trained instructors, they could grade their own assessments during the time their students were released an hour earlier. Yuri showed a sample roster which could be turned in by those instructors for their graded EL Civics assessments. The sample form included the COAAPs used, students' IDs, names, scores, and also whether they had passed or had not passed them.

Yuri said it had been difficult to assign a CASAS staffer at SAC AEC on a regular basis to help place students, so a question was whether an instructor could do it.

Jarek: Commented prior to COVID, the practice of placing students outside of CEC was different, and instructors were able to place their students based on various methods.

Yuri: Replied that at SAC AEC, it was a different situation because the former space or room in which placement and orientation took place was no longer available. Currently, there were CASAS test booklets in boxes. So, those were the reasons why a request had been made for a process to do placement testing at SAC AEC.

Sandi: Asked about the sample EL Civics graded roster Yuri mentioned earlier, and if the information could be included differently. Yuri replied that it was okay as long the information included for example student ID numbers and their names.

Yuri: Said that CASAS 2 was being started soon, and the staff would be identifying those students who had passed EL Civics but did not valid CASAS pre- and post-scores.

Yarek: Added that potential payment points by one ESL students with a combination of EL Civics and CASAS assessments could generate up to \$1,000 per fiscal year.

Jose: Asked about the recent EL Civics and CASAS professional development trainings that took place, and what the updates were. Jose brought up past issues such as students had received their EL Civics results in the middle of the following semester. In addition, since there

had been funding for faculty last year to grade EL Civics assessments, if there were any updates on that.

Jarek: Replied that the 2-week trainings required teachers to release their classes one-hour early to attend the trainings. The first week focused on CASAS, and the second week was on EL Civics. Background information about the California Department of Education and WIOA [Workforce Innovation & Opportunity Act] was also provided. There was good attendance at the trainings, and teachers' questions were answered by Jarek, Yuri, and Sandi. The attending teachers received answers to their questions on grading and assessments.

Yuri: Asked Jose if he was referring to the summer sessions Yuri had done during professional development week and Jose replied correct. Yuri then added that some instructors had attended and had the understanding that they would be grading as the training focused on training and then grading. Sandi had done a great job in showing how to grade a particular level, COAAP, and what was to be turned in at the end. At the two summer training sessions, there was an issue regarding compensation for the instructors. At the recent trainings, Jarek had clarified that instructors who wanted to grade their lesson they had taught would release their classes one hour earlier to grade them. So, the non-instructional hourly compensation was not being offered.

Jose: Added if the one-hour release time would be sufficient to grade a lot of packets. And also, would this result then in not having a sufficient number of instructors to do the grading.

Yuri: Replied that instructors could choose to grade their own packets or turn them in for grading. She shared that the first set of packets were due last week, and not many packets were turned in so far. She would be waiting until the end of October to follow up with the instructors. Yuri wasn't sure who the writers were, or the status of grading the packets.

Henry: Asked if the CASAS Office could help with make-up tests by contacting teachers to see if students were in class to do their make-up tests.

Yuri: Replied that she would try work on it by asking the staff to send make-up test lists to instructors as they were preparing for CASAS 2. The staff were busy with in-class, remote live, and hybrid EL Civics assessments and CASAS testing.

Rupali: Asked for confirmation that CASAS make-up tests could be taken online or in person and Yuri said yes.

12. Sandi Watts (5 minutes):

- **English Literacy and Civics Education (EL Civics)**

- Clarified that grading one's own EL Civics assessment was an option. There had been ongoing grading trainings that started in August and additional flex workshops would be offered. A form was ready to go out to instructors who would like to do their own grading.

Rupali: Asked if instructors would be able to have an additional hour if needed for grading their completed student assessments.

Jarek: Replied that he would be willing to accommodate reasonable requests.

Merari: Mentioned that the number of students, and the level of the classes should be considered. For example, high-level classes may require additional time as they may have more writing to be reviewed in their assessments.

Patty: Asked if students needed to have 30 hours of ESL instruction prior to giving them EL Civics.

Jarek: Clarified that it was ESL instruction in the COAAP, and the context needed to be in English Literacy and Civics Education. So, after the COAAP was taught or administered for 30 hours, then students were given the assessments. So, it was not any ESL instruction, but it was in the context of EL Civics instruction.

13. Tim Chavez (5 minutes): Absent

- **ESL Community Sites Coordinator**

14. Patty Sanchez (5 minutes):

- **Workforce ESL updates**

- Said there were four English for Work classes, and a new section had been opened up due to a high demand for it by Northgate associates. Jolanta was teaching the new section on Mondays from 6:30 to 8:30 PM. Patty was also teaching the same class on Thursdays from 6 to 8 PM.
- Mentioned at the recent CATESOL conference, Patty handled registration along with Song Hong. In addition, Patty presented on contextualized curriculum in English for the workplace along with Jolanta and Shane, and they did a great job. There were many questions after the presentation, and a photo was uploaded by Merari with the three presenters in the Zoom meeting Chat.
- Announced that on October 26 from 4 to 6 PM, an in-person job fair was being organized by Veronica Castaneda, Rondi Johnson, Michelle Sandoval, and Patty. At the fair, local community members would be coming to CEC to interview and possible hire students on the spot. Patty said there was a landing page in the SCE homepage that included resume preparation tips. Patty had prepared a video to provide five tips to students for the job fair, and a flyer was also created to help advertise the fair. On the SCE homepage, the Student Job Fair information was listed in the ABOUT tab. Potential student attendees should register for the fair. Participating organizations were listed on the page as well as tips to students for a successful event. A request to share the fair information to students was made.

Merari: Asked if a job fair could be done at SAC AEC, and Patty responded yes. Patty said she could discuss it with other coordinators for possibly in the spring. Merari also asked if there were classes at Remington interested in the fair. Merari mentioned that there was a Career Center at SAC, but it was more for credit students so if there could also be one for noncredit students at SAC.

Jarek: Asked where the classes were being held for the Northgate associates. Patty answered they were being taught via Remote Live.

Lilimar: Asked who could students contact if they wanted to do their resumes.

Patty: Recommended that they contact Rondi Johnson who had launched a series called Launch a Career. The 8-week series focused on creating a resume. Students could also be referred to the Career Center. Patty would be pasting the long link to her video, upload the flyer, and the YouTube video in the Zoom Chat.

15. Questions, Comments, Suggestions:

Jarek: Asked if they could meet with the part-time faculty after adjourning the meeting and there was discussion. Jarek agreed that there needed to be further discussion to see how they could engage the part-time faculty who were attending the meetings. He agreed that everyone needed to share information on different topics and also give input.

Merari: Asked about how part-time reps were going to distribute the information from the monthly meetings. The meetings with the part-time faculty should be under Other in the agenda as it would be part of the meeting. Merari added that the 10 part-time attending faculty were at the meetings to hear the issues being discussed, and also discuss issues that other faculty were bringing up. So, the 10 part-time attending faculty should be talking or having conversations with the other faculty not present after the meetings.

Shane: Made a point that since there were no reports to do everyone would stay until 4:30.

Silvia: Suggested to change number 15 to for example part-time inquiries and have people speak.

Jarek: Agreed to Silvia's suggestion to change number 15 and had asked Silvia for input. Jarek mentioned an important discussion about a remodeling effort by Jennifer Hoeger and others at CEC. He added that the board was supposed to put together a ballot measure in the fall, but it did not take place. The measure was to have included funding for CEC. Jarek added the next opportunity for the measure would be in 2024, but things could change by then.

Said that Jim Kennedy had asked the ESL Department chairs to review the condition of ESL classrooms, ensure classroom instructional materials were available, and upgrade what was needed. Jim also sent out the same information to Jennifer, and so Jennifer had started to work on his request by contacting and meeting with ESL instructors. The first issue that was brought up by Jarek and Jose was about classroom computers that were going to be removed or had already been removed. According to Jennifer, the computers were removed because there was insufficient room for students to move around. Jarek had visited classrooms with computers in them, and those were very crowded classrooms because of the computers on rows of desks. He had also spoken to security, and they agreed it was not a good situation. Jarek gave an example of stretchers that may be needed in an emergency. Jarek was glad that Jennifer took the lead and worked on the urgent safety issue.

Silvia: Said she had spoken to Jennifer, and she had the impression from her that most if not all classrooms that had desktop [computers] would be replaced by laptops. Silvia added that those classrooms would have to have strong internet connection. Silvia said someone

had asked if old laptops could be raffled off to students instead of throwing or putting them in storage.

Jarek: Responded that the district had Information Technology Services, and they had ways to dispose of old equipment. They could not be given away to the public because there were specific procedures for doing it.

Henry: Asked if Silvia could make a motion to add a new agenda items to discuss part-time issues.

Silvia: Moved to add a new agenda items to discuss part-time issues and there was discussion.

Merari: Amended her motion to move it to the top of the agenda in order to provide time to hear the reps who were representing certain areas.

Jarek: Added maybe provide up to 30 minutes if needed for the new agenda item since there were 10 part-time reps.

Silvia: Moved to have the new agenda item added to the top and allow up to 30 minutes for the presenters. Henry seconded the motion and it passed.

16. Adjournment:

Jarek: Asked for meeting adjournment at 4:30 PM. It was approved unanimously.

Future meetings:

November 3, 2022
December 1, 2022
January 12, 2023
February 2, 2023
March 2, 2023
April 13, 2023
May 4, 2023