



MLEA AGENDA

Math And Language Equity & Achievement Committee

LPC Mission Statement

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

LPC Planning Priorities

- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Committee Membership: 8
Quorum: 5

Voting Members:

Instructional Faculty (3)
Counseling Faculty (1)
Dean (2) Academic
Tutoring Center Director or designee (1)
LPCSG Representative (1)

Non-Voting Members:

Chair
Director of Student Equity and Success
Director of DSP&S or designee (1)
Acad. Services Classified Professional (1)
Assessment Specialist (1)

January 18, 2024 | 3:15-4:30pm
<https://us06web.zoom.us/j/82590268068>

Agenda

1. Call to Order

- 3:15 pm

2. Approval of Agenda and Minutes

- Thank you to Jennie and Kristy for their corrections to the December minutes.

3. Math Success Project (5 min.)

- Craig is asking for the Academic Senate and College Council approval of Plan A for responding to AB1705 and AB928. Once it is approved, it will go with Dr Foster, perhaps Nan (and Kristy, Joel, Jared) and then to IT. In presenting the plan to them, the emphasis will be on legal compliance and AB928 funding: for example, IT could pay someone to come in and do it. We will also weave in what we want from Ellucian Advise.
- For the spring semester, Craig will be paid by AB928 money! 😊 Thank you to Craig and Dr. Foster. This means his work will not impact the AB1705 budget.

4. December MACC visit (5 min.)

- Michelle, David Powers, and Chris attended. Michelle gave the basic skills MACC work group an overview of ENG support courses, the shift from 1AEX to ENG 115 and NENG 215 that English is doing, the additional support services provided. They asked a few questions. David Powers, who is a member of the work group, also shared about math supports and the Emporium program.
- Chris noted that many students at the adult school, MACC's bailiwick, are doing GEDs, but the MACC folks definitely appreciated the information. It will help them advise students about what to expect at LPC.
- They sent over some [minutes](#).

5. Ellucian Advise Dashboard updates (10 min.)

- Kristy noted that the GP team has collaborated with Chabot, sent the suggestions for dashboard and search capabilities over to district, have not met yet. The district had an initial reaction that this was a lot to ask for, so

they asked us to clarify for each item what the data would be and how we would use it. Even though we feel we have already done this, we are going to work on documenting that more clearly.

- They will meet soon!

6. Upcoming High School Alignment Meeting Plans (20 min.)

- VP Ho has been in touch with the high school districts and shared our interest in special education teachers being in the loop as well as ELL teachers. The districts were very excited about both suggestions. We sent them our list of invitees so that they could make any corrections, add people, get ELL teachers added, and decide on what special education folks to be added.
- Then invitation will be sent out, perhaps this week or early next. They have to get subs. We'll also have to make sure location, parking is set.
- English added an hour (9-12), then lunch from 12-1 pm. Math will follow (1-3 pm).
- Jennie: Usually alignment meetings in math have been focused on students taking calculus, and the last meeting was more focused on continuing education, etc. Talked about supports. Special ed. counselors did attend that meeting and were able to ask questions about how IEPs and 504's translate to LPC with our accommodations system. They were also interested in what they can take back to parents.
- Chris: He has continued to make the suggestion that credentialed math teachers support special ed. teachers in educating students. It is hard for special ed. teachers to do trainings because they can't get a sub, or they are busy with another compliance activity; as a result, students are falling through the cracks because they have modifications that will impact their success in college coursework and won't be available in college. Katie asked what a modification might look like, and Chris explained that an IEP team has the ability to make a modification of a grade in a math class. Sometimes these waivers are not being made with attention to the standards that need to be met for success in the next course. It would be preferable, perhaps, to have IEP teams thinking in terms of accommodations to help the student be successful in the course before the idea of a modification is considered. They should keep in mind the potential harmful effects of putting additional pieces on the IEP that will help students pass high school but not help them once they come here.
- Amy noted that Chris used the words "gentle" and "sensitive" in how we deliver these reminders...she asked how that could/should become part of the meeting, and how it can avoid becoming the whole meeting.
- Chris suggests that we can be sensitive to the layers of complexity that teachers see every day but then show them what students are facing when they get here. Having worked in that environment so long, Chris feels that he can connect with resource teachers based on common understandings of problems and then share the LPC paradigm—the goal is not to be accusatory but share. One solution is to advocate with administrators to have more time to have this kind of training and collaboration. Hopefully administrators will be in the room.
- Katie wondered if talking about case studies where students are struggling would be helpful. We'll want to make sure special ed. teachers feel included in the agenda. Michelle asked if Chris would be speaking.
- Chris has reserved the whole day so that he is available to both math and English. He recalls that the high schools look at California state standards, and they realize they can't cover everything, so they think about what standards they are going to prioritize. We should request those English and

math standards if we don't already have them. Kristy noted that they did this when math redid their curriculum some time ago, and Katie concurred that English did the same, but a longer time ago. We added things based on what they would need once they got here.

- Leslie asked how she can support the discussion when she attends the high school alignment meeting: ESL has not attended in the past.
- Katie responded that she and Michelle will work on the agenda and then get back to ESL about how they could best contribute. Katie remembers that teachers who teach both English and ELL has always come, and it would be nice to have ESL there when certain questions come up. She also commented that since AB1705 says that ELL students who graduate from a US high school are entitled to be placed in English 1A, yet each student is an individual and has individual language acquisition needs, it might be helpful to provide information about what courses ESL offers, what ESL teachers are seeing in their classrooms (high school students?)
- Leslie noted that they are getting more and more high school graduates in their classes.
- Michelle remembers that at the last meeting, there was quite a bit of discussion around ESL. When she presented on Linguistic Justice last year, there was quite a bit of discussion around ESL, and the people who teach both English and ELL were interested in LJ. They also noted standards that could encourage a leaning in to Linguistic Justice that could reduce student feelings about losing their language, their unique ways of using English, reducing shame around the way they use English, etc. It would be good to look at course outlines for LJ opportunities.
- Amy took notes, and she noted that teachers were talking about when students get reclassified and their abilities to take the A-G requirements. They also said that they are expected to serve students with CLAD but it doesn't feel like enough training.
- Michelle wondered if we should create time for them to talk across districts. Katie wondered if we could share the agenda and tweak it somewhat in the actual meeting.
- Michelle suggested that Leslie give the high school people an overview of the ESL offerings.

7. AB1705 Funding—Plans and Budget (30 min.)

- **English and Math supports CAH**
 - i. What CAH to add for English and math supports—
 1. Kristy noted that now that they have their common math LibreTexts for ZCT, they want to dial up the support now that students will be entitled to place directly into calculus. They want to embed clear support links into homework, concurrent support, Math Jam. They want those links to be math department-created, not YouTube links or Khan Academy, the links and content for which could change at any time. This is a big effort that takes time and bandwidth that math does not have. F hours is not enough. Kristy spent the entire week before Math Jam fixing links.
 2. Michelle concurred that this is the same issue for Smart Shops. They want to revamp their offerings, add some new ones, particularly based on bringing NENG 215 online. Our English department is cut in half with people gone on sabbatical, on workload banking, taking care of family, etc. We don't have people to do the work. Katie asked about RAW as well.
 3. If we had 3 CAH for a Math Supports person, would we do 1-1.5 CAH for Smart Shop and 1-1.5 CAH for RAW plus F hours for 215/115 English team and F hours for part-time math support staff? And when would we add it to people's loads? Can CAH begin mid-semester? Kristy said that math faculty shared feedback that they were overwhelmed during fall and

spring, and Jennie said that faculty would do this instead of taking a summer class. Michelle said that she had not yet reached out to Angelo (RAW) and Karin (Smart Shop) yet. Katie said that there is no immediate deadline—we have three years to spend the money.

4. Tom said that faculty can be paid by the grant in summer. Amy said that CAH is not awarded in summer. Tom noted that there have been instances where faculty have been able to do load, but he thinks it has been because a class was cancelled or something. He doesn't know about asking in advance. The assignment would be non-instructional, so that is the tricky part. Michelle noted that she continued doing BSSOT work in the summer, and it felt strange to be paid so much less, at the F-hour rate, for the same work.
5. Craig noted that when he took the AO job, there was no faculty AO, and they wanted him to do a lot of clean-up over the summer. The contract was updated to allow for him and the IR at Chabot, if they wanted to, to do assignments in the summer at the F-hour rate. Tom suggested that this happened because the work that had to be done was “flat out essential.”
6. Jennie will check with the FT faculty who is interested and see if they are willing to do summer work at the F-hour rate, and she will ask if PT faculty are also willing. Katie suggested that if there is a specific part of preparing for the semester that one would normally not get paid for, a FT faculty member might be willing to get paid in F hours. Michelle said that she will ask, but she would not recommend they do it. Michelle insisted that we remember that we are only paid for 10 months, and we always do more work—it's not a good habit.
7. Amy noted that giving RAW and Smart Shops 1.5 CAH would give them more CAH than math and English coordinators get. Maybe that is out of proportion, she wondered. It would be important to define how long this will last (i.e. for the life of the grant only, for a year, etc.). She also asked that we think about the AB705 reassign time. Is that enough, is that going to be raised?

- **GSP Video Script work**

- i. Discussion of added videos for English, ESL, and math in GSP—where they will be added and doing beginning work on scripts.
- ii. Registration is April 15 for summer and fall. Katie noted that we will have to have them done in time for IT to do the work of inserting them. Is it possible to have scripts written by mid-February?
- iii. Suggested timeline—work on scripts after the high school alignment meeting? Katie can contact Chip about starting with one math and this English/ESL video.

8. Last Reminders

- Items that need “extra-curricular” meetings might be discussing the idea of an embedded LD specialist with Jessica, Kristy, Katie, and Chris; working with Jin and Lisa-Marie on how they can participate in this AB1705 work; deciding on compensation for curriculum development; and whether we want to give a counselor AB1705 reassign time and who might want to do it. Ideally these meetings can occur before our February 15 meeting.

9. Meeting Adjournment

- 4:32 pm

