



# MLEA MINUTES

## 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)

February 15, 2024 | 3:15-4:30pm

<https://us06web.zoom.us/j/86038365097>

### Agenda

#### 1. Call to Order

- 3:15 pm

#### 2. Approval of Agenda and Minutes

- Thanks again for corrections and clarifications, and thank you for all your hard work on this committee! The minutes show it. SEA and MLEA websites have up-to-date agendas and minutes for this academic year if any new committee members want to review what we have been doing. We have Amanda and a new student representative.

#### 3. Shared Governance Worksheet (5 min.)

- We need to prepare this again; Katie will again check off the different things that our committee does related to accreditation. Katie reminded the committee that we have gone down to two academic deans, with Dean Gagnon attending as he can. The committee agreed that they liked the charge and that the umbrella items listed covered all that we do. Katie reminded the group that the 3 faculty and 1 counselor do not have to be the AB705 reps; either way, we will operate on the assumption that the AB705 reps will be coming to the meetings to fulfill their reassign time. For now, it probably makes sense to keep Gabriela as the counseling rep and have Amanda just start coming as the AB705 rep for counseling; perhaps this can be revisited when committee assignments are chosen for fall. Jin and Chris asked about sending a "designee" sometimes and we agreed that this would be okay.

#### 4. Math Success Project (5 min.)

- Craig reported that his plans were approved. When implementing, we will avoid CLASS-WEB. For Program selection, we will be looking at it as an "area of study."
  - i. The GSP will serve to generate codes that will either require support courses or allow students to register for transfer-level coursework without them. When Donna Reed was here, she was working on a crosswalk for the codes to be generated by the students' answers in CCC Apply so that we don't have to ask for this information again when we place. We will ask IT if we can hire someone through AB928 funding to do this quickly if they cannot. Another issue is that it takes 24-48 hours for a new student to receive their W number, so they can't jump on CLASS-WEB and do the

- GSP right away. We can still draw the information from their application before they have their W number; it happens automatically, so we will want to see if we can get more information from CCC Apply and get the relevant codes pushed out to people's records. We would hope to cut out the CLASS-WEB step completely. Other than that, all the main ideas of our "Plan A" approved by College Council and the rest are the same. If we can't get that data transfer to happen initially, we might ask that the questions in CCC Apply that are the same get removed so that students aren't answering the questions twice. Also, once the code is given out, it shouldn't be retracted; we sometimes have students doing the GSP multiple times to get different codes.
- ii. Then, Degree Works can read a lot of things on a student's record. Whatever their major is, we can write a block that says, if this is their major, based on their major code, here's the recommended math course. That will be hopefully an easy thing to do; So-Jin tested it, it should be an easy thing to code for a standard verbiage that would be spit out for, say, Math 40. We would also want Degree Works to read the required support in math. This will be important because he thinks that Ellucian Advise can only read that kind of information from Degree Works. Thus, we will want to make sure that Degree Works can put this on the dashboard and Advise. Katie congratulated Craig for all this work.
  - iii. Craig is also working on updates of program maps by April. Whatever a student answers as far as a major in CCC Apply should translate to Degree Works and Advise.

#### **5. MACC update (5 min.)**

- Katie thanked those who visited MACC last semester, the Basic Skills work group. Tim Combs would also like a group to come to the CTE work group meeting on March 14. Katie can't come because she will be gone for a conference. She will confirm that David is ready to talk about Emporium again, she will see if Michelle can come again, perhaps Chris also. She will reach out and see if that date works. The meeting time is 3:15 on Zoom.

#### **6. Ellucian Advise Dashboard updates (5 min.)**

- Kristy says that they had a meeting with Kristin Whittaker, and she commented that the internal deadline for the dashboards should be in a month, sooner than we thought. We have been told to start thinking about communications to our students—once we know who they are, one email will go out with different paragraphs based on the coding for each student. It involves collaboration across so many departments in the district. But we have our good communication plan from last semester.
- She added that 4 leadership positions for GP for next year, 4 CAH each, will be going out to the campus. We will be going from 47 to 32 CAH per year of reassign time. Two of them are going to work on institutionalizing for one year—the dashboards and communication plan piece, the idea being that those go away, and only two positions remaining. The two remaining positions would wear a couple of hats. The communication piece, technology infrastructure and data packets, but also supporting an LPC Ambassador program so that the "luck" is taken out of the whole GP process for students.

#### **7. High School Alignment Meeting Report (10 min.)**

- The meeting went really well. Chris says that he has had people contacting him post-meeting, and he thanked Jessica for participating as well. He has appreciated staying connected with the special education departments. The more we can support those staff, especially when students are not working to grade level, the better. Coming underprepared is really impacting our students with disabilities. Jessica concurred and noted that some students have a “College and Career Service” component on their IEP, so she sent some assignments to the high schools that the students could work through in preparation for their transition, hopefully connecting with us sooner. Katie noted that she will be sending out many materials, including these assignments, to the high school alignment attendees shortly. Jessica and Amanda are working on their New Hawk Day plug for this group. Chris noted that priority registration will happen before New Hawk Day, so they want their students to have applied and registered already by the time they come to visit.
- Katie asked if there are promotional materials for New Hawk Day yet. She can hold off on including mention of this in the email.
- It was great to have ESL at the English meeting as well, sharing their program organization and some new courses. Leslie said they described their program, success levels, etc. She made a great contact at Livermore High, she connected her with Lilibeth, and then Lilibeth met with them and will be connecting with parents, and then that will get more students coming to ESL Open House. They’ll need money to do some of the things they want to do. Some other teachers have reached out to Leslie and Julia about ELL training. Leslie and Julia were also talking about creating a bridge class. Katie commented that since many teachers do some ELL work and often want more training, that was a great reason for them to come; in addition, even though AB1705 allows ELL students who have graduated with a U.S. high school diploma to enroll in transfer level English, that won’t be the best fit for everyone, so having high school teachers hear about other options is all for the good. For instance, a student could take 1A but also do some non-credit support class/es in NESL.
- Amy noted that she appreciated the new mix of attendees as well. The districts did a really good job getting everyone there. It felt like a productive meeting, and she thanked Katie for moving it along. We expanded to 3 hours, and it could have kept going.
- Katie shared that she also went to the math meeting; Jennie commented that she has also been in communication with folks—there are always a lot of questions about what they can do for their hyper-accelerated students. The flip side of that is what we can do for resource students, students at continuation high school, etc. Del Valle is talking with Jennie about how to help those who are math inclined not lose heart at lack of options. It’s frustrating to figure out how to help the community with that. Continued work on summer geometry program as well. Katie reminded her of the mention of the AP Pre-calculus course. The issue is that we don’t teach pre-calculus, so if they come here and can’t have that AP credit help with anything, they will be unhappy. As a result, math is thinking of creating a pre-calculus course; ideally, it would shorten the pipeline, allowing them to take one class instead of two (30 and 39). However, we don’t have a way to advertise those classes because they are supposed to go right into calculus. We might consider doing it just for high school students who need a pre-calculus course—maybe it would be a summer course, for instance. She doesn’t really know what this new AP course does for college transcribing.

## **8. AB1705 Funding—Plans and Budget (30 min.)**

- We continue to work on our budget, funding options.
- **English and Math summer work**

- i. Amy and Tom and Katie revisited the discussion of how if we want to do summer work, it can't be for load. Math plans to have a FT instructor who would get load, some summer F hours for planning and coordination stages, and then PT instructors, or maybe even FT instructors, who would assist them. For the PAF, we would just estimate the uppermost number of hours for what they might do. The FT coordinator will figure out the "hot spots" in our calculus and stats classes and coordinate faculty to work on support content for that and make a lot of that content itself. Alain is the candidate—he would be very happy with 3 but 2 would work. Amy clarified that this is work for the "concurrent support 2.0." LPC math library of videos, materials, all linked. Links won't change, information we want to target will be determined by us, have quick explanatory TikTok videos, etc. Kristy noted that they have moved to all free materials and are now discussing doing that for calculus as well. This means that there will no longer be the feedback analytics. Kristy noted, thus, that we could potentially draw on some of Kali's Zero Cost funding as well. They want to be sure to have helpful embedded just-in-time materials to help them do homework in various textbook sections, and then embedded in that, quick reviews of concepts like fractions, rationals, etc.
  - ii. Amy noted that we may have funding for all of it and not have to dip into Zero Cost textbook money, but the more we can project out what can be done with how much CAH and what with F hours the better. The other piece is that as we estimate projects, we will want to consider equity between departments. Whether it will take one semester or two is math's estimate to make. We are starting to put in PAFs, so we want to get projects kicked off. Jennie noted that we will have the coordinator and then two people on the stats, two people on the calc. She will find out if the whole team will be working over the summer. Remember also that summer crosses two fiscal years. Do people report some in June and some in July? Two different PAFs. We also want to think about work in department. For example, July-May for F hours could be one PAF. Another option would be to do July-Dec. and then reassess.
  - iii. Jennie will check with Alain.
  - iv. Amy suggests doing a little bit of a scope for each project. That will help with PAF description and later reports.
  - v. Katie interrupted the discussion to welcome Jason, whom she hadn't seen before. He is at Middle College in his second year. He is still looking at options for next year. Katie defined MLEA's work; Jason chose this committee; it fit his schedule, and he's interested in math and knows some of the faculty on the committee. Katie noted that we are tasked with supporting students who arrive here and are placed directly into transfer-level math and English; they no longer do remedial classes because data showed that having additional classes lowered success. The idea is to instead provide support laterally this results in higher numbers of students being successful. However, for some students, making the leap to transfer-level right away is overwhelming. She also noted that ESL students get 3 years to complete their ESL coursework and move on to 1A. She summarized the basics of what we are trying to do to help students and comply with the laws.
- **Counseling position duties brainstorm with Amanda Castelli**

- i. Amanda was approached by Joel to do this work; she has already been helping DSPS students adapt to AB705 and AB1705. She is now getting up to speed. Her reassign time has already started.
- ii. It was Amy's idea, so she shared that this came up during funding plan process this summer. We wanted to ensure counseling was involved. We have reassign time for English and math and ESL, but we haven't had this yet for counseling yet. We were pulling in the Dean of Students, and it makes sense to have a counselor that is a lead person. We can ask her for her perspective. Joel shouldn't always be speaking for counseling, either. Attending meetings, giving feedback on GSP and related GP matters, DSPS knowledge, reporting back to Joel, etc.
- iii. Amanda always asks students about their experiences, so she has a lot to share.
- iv. Chris suggested learning more about Math Emporium about a pathway for students who need more time to complete a class. Katie commented on Jennie's past comment on Emporium be best for the highly motivated student. Kristy suggested a tour! Jennie is working on a conception of an Emporium "lite" that has more embedded motivation. We want to motivate students to work, so due dates are great, but that defeats the purpose of Emporium in part. Chris asked what DSPS coaches would look like in Emporium. Jennie says it comes down to person power. Emporium sections with tutors work much more smoothly. DSPS students may take a little more time to get to the point where they have a question. Having people who are willing to come in and help students while they are learning the material. Jin is doing a lot, but he is limited in personnel as well. They are circulating the room, sitting down and helping them even when they don't want it. Students can hit a road block and then be demotivated and then look at their phones for an hour. Kristy said that even if they don't know the map, circulating as an academic coach would even be helpful. Amanda commented that some students may like job title of peer coach better; they may feel intimidated by tutoring in math but would like helping with executive functioning, time management, resilience when stuck, etc. Jennie noted that if DSPS students knew this help was part of the program, they might be more willing to take the help. Chris wondered about ideal days and times for help, too. Jennie said all times! We especially don't have equitable support in the evening. Morning class and 12:30 classes would be a good place to start, though.
- v. Katie suggested and Amy concurred that Amanda might also support students in ESL with disabilities in creative ways.

## **9. GSP Video Script work (10 minutes)**

- Katie encouraged people again to talk about when to make videos for GSP. Jennie noted that Kristy has one that she has made but would want to include student testimonials. Perhaps giving this to Chip to work his magic would be great. Even though we would have to do this again, and it would be a finite time that it would be useful, it could be worth it. However, if we have a finite amount of money, we can put it off. Katie noted that the first priority might be to get Amy and Tom numbers of hours and CAH for Math concurrent support 2.0 and then see about videos.

## **10. March meeting (5 minutes)**

- Katie said she might do a Tuesday and will reach out to people about options.

**11. Good of the Order**

**12. Meeting Adjournment**

- 4:32 pm.