Meeting Summary
February 11, 2011
Gavilan Community College, Morgan Hill Campus
10:00 a.m. - 2:30 p.m.

ALLIES held their first general meeting on February 11, 2011 at Gavilan Community College in Morgan Hill. Approximately 60 people attended representing 24 adult schools and community colleges.

The agenda was as follows:
- ALLIES overview and discussion
- Discussion of adult school and community college collaboration (small groups)
- Identifying potential ALLIES strategies
- Review of involvement and follow-up activities
- Summary and next steps

Tentative Date for Next Meeting: May 6, Santa Clara Adult School

ALLIES Overview and Discussion:
Steering committee members described the vision for the ALLIES project. They answered questions and facilitated a discussion to get feedback about the material they presented. Some of the key points include:
- Address economic needs of students
- Consider transition to community college vocational programs, there is a need for speed
- What are the next steps for ALLIES?
  - To promote as many partnerships as possible
  - Maybe three or four robust programs to start
  - The network needs to be financially sustainable
- Mapping services
  - Where do students live and work?
  - Maybe focus on where people work
- Timeline for involving CBOs
  - Soon for steering committee
  - Discuss at tables with partners
- How will you measure success of this meeting
  - Participation and local follow-up conversations among partners
- Funding crisis
  - This work needs to be advocacy as well
  - The network should support A.B. 189 to protect some of adult ed's funding
  - If adult add education loses funding, it will go to K-12
  - Everyone is suffering
- Visibility of ESL needs (make need clear)
- Ensure that career tech is on people's radar
- Getting information out, have ways of using technology to get word/awareness out
- Will ALLIES bring in career-technical education?
  - For now partners should do it

- o Good local examples, e.g., integrated computer/ESL programs
  - Potential problems
    - o Avoiding duplication
    - o Need for numbers
    - o Quality-control
  - Change takes time
  - Not everyone wants to move to the traditional English track. Build up alternatives
  - Having a network will help
  - Pay teachers to attend meetings
  - How do we track students who transfer, maybe use technology, e.g. Facebook
  - We need student services involvement

Success Factors

Some of the key features that make programs and partnerships successful are:
- Student services
- Visibility of partners
- Motivating students
- Leadership support
- Clear criteria
- Visibility of programs
- Orientation activities

Panel Discussions

Two existing school-college collaborations presented what has worked in their partnerships. First the Sequoia Adult School-Canada College partnership presented their efforts, followed by the Skyline College-Jefferson Adult School partnership. Participants asked questions. The presentations provided examples of success.

General Strategies

Drawing on the panel discussions, the group discussed potential strategies to promote collaboration. Ideas included:
- Building relationships/reaching out to CBOs
- Short-term free CTE with basic skills workshop (see www.3csn.org)
- Work with Workforce investment boards
- Collaborate on the lower skill levels
- Multi-subject learning communities of students
- Get together for informal workshops, frequently, have them be practical
- Colleges collaborate, collaborations collaborate
- Have data about success, shared data, quantitative and qualitative data
- Agreements to avoid duplication, for example, ESL I stays at adult school
- Provide students with clear endpoints. Create a synthesized matrix across schools and colleges. Give adult school students information about community college classes, scheduling, timing, pathway to degrees.
- Graphic, digital information about what is happening when and where (mapping)
- Understand different student goals, sometimes nonacademic, as a foundation for partnering
- Central clearinghouse for best practices
- Use/look at models from other places
- Cross departmental work with CTE and student services

- Communicate to community college faculty and administrators that ESL students are future students for CTE and academic courses; "in-reach" is more cost-effective than outreach to new students.
- Connecting with library for courses to contextualize learning
- Partner with content areas to practice, conversation groups
- MESA programs are good partners
- Create a database of CBOs

Key Strategies for ALLIES
Participants broke into small groups to discuss opportunities for collaboration and how ALLIES can support that work. Wherever possible, community colleges and adult schools serving the same geographic area were grouped together at the same table. When the large group reconvened, each table reported out one key point from their discussion. The results are summarized below:
- Build relationships
- Adult schools partner together *
- Students and teachers observe classes at partner institutions*
- Sharing information about assessments *
- Study skills class
- Allocate money, find new money to fund participation in collaborations *
- Alignment of assessment and curriculum
- Teacher to teacher coordination
- Double list classes, leverage resources, CASAS points
- Understand student goals

* = the same response from multiple tables

Strategy Framework
Participants identified nine general areas for ALLIES to focus on, including:
- Students
  - Who is target population?
  - Clarify student goals
- Partnership and Communication
  - Involve business community, WIB boards, ELACS
  - Immigrant programs
- Change Model
  - Include nonparticipants
- Training
  - By Subject
- Teacher Dialogues
- Collaboration Best Practices
  - Website/information sharing
  - Reach out to CBO's
  - Best practices with and without collaboration
- Measuring success
  - Map supply and demand
  - Needs analysis especially with nonparticipants
- Funding
  - Funding for collaboration
- Advocacy

CBOs

Participants discussed how to partner with potential community based organizations. There was a strong sense that community based organizations were important for success and should be brought into the process soon. Some potential organizations to work with include:

- VESL, CTE, ESL
- People who work with new immigrants
- Legal services/job-related
- WIB
- CRIA (legal services)
- Department of Rehabilitation
- Chamber of Commerce
- Library system
- Jewish Community Services
- Catholic Charities
- MALDEF
- Lulac
- Nuestra Casa
- Refugee Forum ** Central point of entry! Maybe start here.

Local Follow-up Dialogs

Participants developed responsibilities and follow-up steps

Adult Schools	Colleges	Coordinators
Gilroy Adult School Morgan Hill Adult School Learning and Loving Center	Gavilan (noncredit and credit)	Denise Rachel Mary Anne Alma
Mountain View Adult Ed Metro Ed Eastside Fremont/Sunnyvale Palo Alto Los Altos Campbell Milpitas Santa Clara	Foothill DeAnza West Valley Mission San Jose City Evergreen	Alex, Alecia and Leslie will confer on who meets with whom
San Mateo Adult (Lunch March 1st)	San Mateo College	Mary and Francis
Jefferson South San Francisco	Skyline College	LeeAnn and Francisca
Sequoia	Cañada College	Jenny and Elizabeth

Next Steps

The next been meeting is tentatively scheduled for February 11, 2011 at the Santa Clara Adult School. Between now and then participants are encouraged to follow up on their initial commitments and ideas. Key steps for the grant include:

- Stakeholder interviews - February through March
- Access strategy
- Funding strategy
- Write plan-June

- Launch network-October

Feedback

Paul asked members for words to describe their perceptions about the concept of creating an ESL network for the community colleges and adult schools. Some of the responses included:
- Optimistic
- Happy
- Good start