Alliance for Language Learners'
Integration, Empowerment and Success
Morgan Hill Community Center
February 11, 2011

Update

- **Oct / Dec 2009**　　　　Initial Meetings

- **April 24 Meeting**　　　Vision for Network
- **June 4 Meeting**　　　　Strategic Options
- **July-August 2010**　　　Working Groups

  Working groups provided concepts for Purpose/Organization and Strategic Options (Planning Information is on hold)

- **August-September**　　Interim Steering Committee

  Interim Steering Committee formed from representatives of the working groups. Two Adult School representatives were included

- **October-November**　　Proposal Development and Submission

- **December**　　　　　　Grant awarded
- **February**　　　　　　First networking event

Steering Committee

- Emily Banh, ESL Faculty, Evergreen Valley College

- Jenny Castello, ESL Faculty, Cañada College

- Mayra Cruz, Child Development Faculty De Anza, Trustee, San Jose/Evergreen Community College District

- Lionel de Maine, Sequoia Adult School

- Paul Downs, PDC Consulting

- Rachel Perez, Associate Dean Non Credit, Gavilan College

- Anniqua Rana, ESL Coordinator, Cañada College

- Kara Rosenberg, Palo Alto Adult School

Proposal Approach: Planning Grant

- **Purpose** of the grant
  - To establish a collaborative infrastructure
  - To align and leverage Adult English Language Acquisition systems
  - To meet the needs of adult language learners across Santa Clara and San Mateo

Need and Supply in California

- 1.6 billion hours of instruction needed

- Unlike other states, most instruction provided by adult schools and community colleges; state support is 90% of funding

- Only 30% of ESL students complete a course of study and advance to a higher level

- Only one-third of instructional need met by existing system

- Uneven distribution of instructional resources (e.g. 60% of need is met in San Francisco, but only 32% in Santa Clara and 33% in San Mateo)

- Instruction clustered at lower levels of proficiency

Vision

A dynamic network of ESL partners who continually assess needs and implement coordinated and leveraged strategies to increase students access to and success in high quality English language acquisition services.

Needs

- **Immigrant Integration:** Support the integration of immigrants by increasing the supply and quality of Adult English Language Acquisition opportunities.

- **Quality:** Increase implementation of ESL best practices, such as VESL and contextualized learning; and reduce time to completion while maintaining standards.

- **Coordination and Transitions:** Increase cooperation among adult schools, community colleges and community-based organizations to increase student transition between segments and leverage resources to benefit the greatest number of students possible.

Needs

- **System Alignment:** Work with college and school leaders to align assessments and curricula among colleges and schools.

- **Policy and Funding Advocacy:** Increased advocacy to policy makers and administrators to support funding of expanded, improved, and coordinated services

- **Use of Research**: Compilation and dissemination of rigorous research on the need for ESL and on the effectiveness of program strategies and coordination with other improvement efforts.

Desired Student and Community Outcomes

- **Results**: Increase EL competency, increased awareness and access, increased availability

- **Quality**: Decreased time for EL acquisition, increased ease of transitions, increase use of best practices

- **Program**: Increased agency capacity, increased collaboration

- **Policy**: Increased advocacy, increased use of research, increased funding, increased support of equity, economic & workforce development, immigrant integration

Core Approach and Strategy

- Increase ESL awareness, access and supply through through collaboration between community colleges, adult schools, and community-based organizations by

  - Leveraging and coordinating resources to support student success.

  - Promoting quality improvements by assisting practitioners in adapting and applying best practices.

  - Using data and research to identify needs and measure success

Core Approach and Strategy: A network of networks
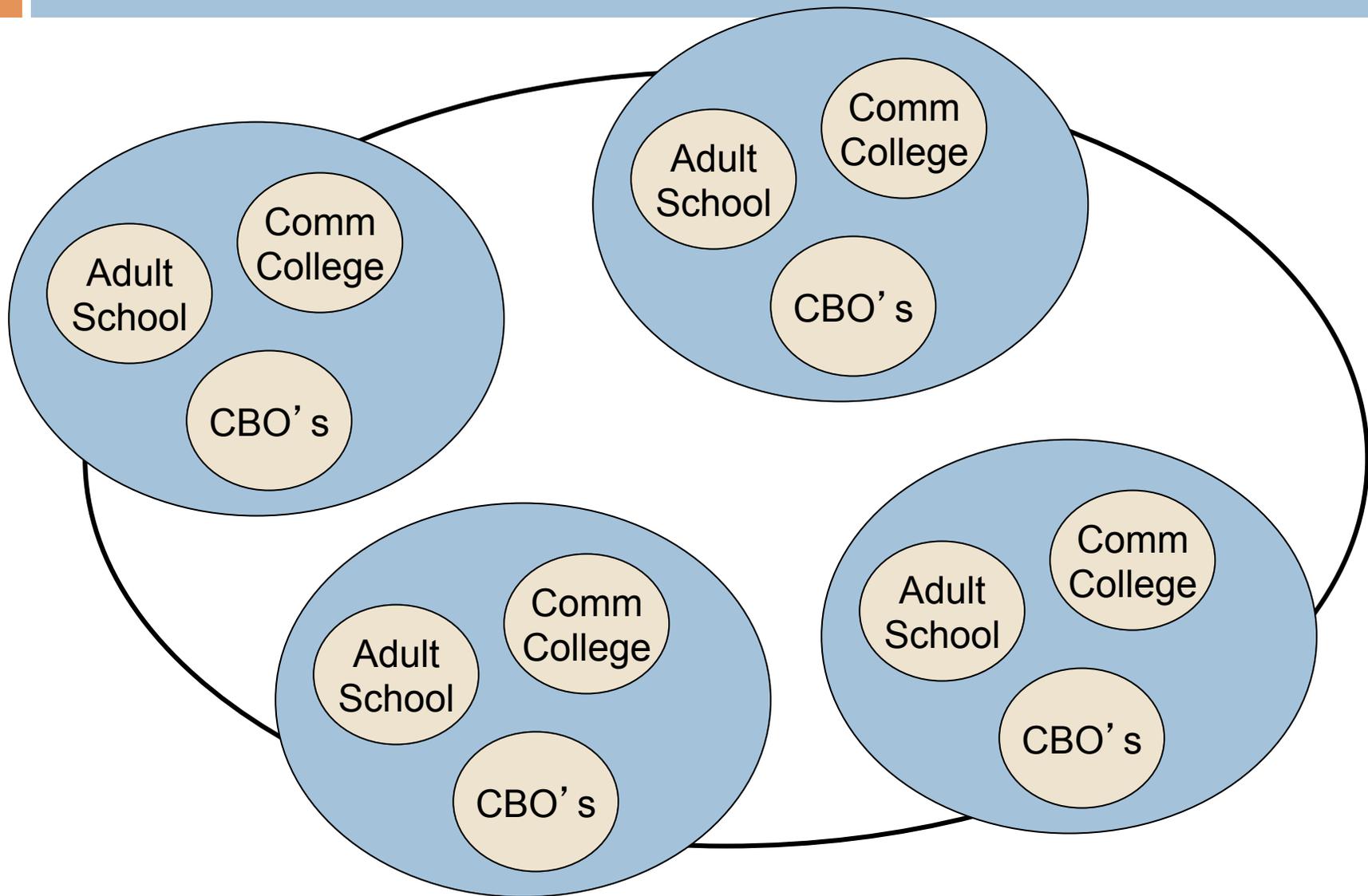
Network Composition

Target Clients

Immigrants who are first generation, second generation or "generation 1.5"

(Work group suggests "non-Native speakers of English.)

Network Participants

The target audience for network participants is all adult schools, community colleges and CBOs providing ESL services.

Project Ideas - Short Term

1. Leadership engagement (colleges, adult schools and CBO's)
2. ESL professionals discussion portal
3. Awareness and Access

   3.a Marketing brochure

   3.b Student information and access strategies
4. Supply and demand mapping
5. Regional conference

Project Ideas - Longer Term

1. Regional conference (annual)
2. Bilingual instruction policy
3. Pathways and transitions
4. Advocacy - Education Code regulations
5. Alignment of common assessments and curriculum
6. Contextualized learning