ALLIES

Alliance for Language Learners' Integration, Education, and Success

ESL Providers' Convening

October 28, 2011
1:00 – 4:00
Foothill College, Toyon Room

SUMMARY

Meeting Intent: Promote collaborations among ESL practitioners to support the success of language learners.

Desired Outcomes:

1. ESL practitioners' input to ALLIES Strategic Plan
2. Increased ESL practitioners' understanding of the Student Success Task Force report
3. Increased awareness of technology and media curriculum development options
4. Best practice sharing between and among ESL practitioners

Participants
1. Meg Apple, Campbell Adult and Community Education
2. Tim Doyle, San Mateo Adult School
3. Lynn Hasbany, Gavilan College
4. Mary Peros, San Mateo Adult School
5. Alma Quintana, Gilroy Adult School
6. Diana Rumney, Jefferson Adult Education
7. Susana van Bezooijen, CASAS
8. Ellen Yu-Costa,Gavilan College and CACE
9. Krystyna Lett, Campbell Adult and Community Education
10. Thomas Ray, De Anza College
11. Kristi Breisch, Project Read Menlo Park
12. Pat Lawson-North, Vision Literacy
13. Frank Hernandez, Vision Literacy
14. Alexandra Duran, Foothill College
15. Amy Sobel, College of San Mateo
16. Roberta Roth, Project Read Menlo Park
17. Barbara Hooper, Sequoia Adult School
18. Kathy Quesada, Mountain View-Los Altos Adult School
19. Mary Ann Sanidad, Gavilan College
20. Nooshin Vassei, Cañada College
21. Jean O'Loughlin, Santa Clara Adult Education
22. Caroline Beverstock, Project Read Redwood City
23. Bruce Whistler, Workplace Learning Resource Centers (WpLRC)
24. Usha Narayanan, Campbell Adult and Community Education
25. Tim Grow, Project Read Menlo Park

Introduction

Kimberlee Messina, Foothill College's Vice President of Instruction and Institutional Research opened the meeting by welcoming the participants and noting the importance of the session. ALLIES Consultant Paul Downs reviewed the agenda, and participants introduced themselves. Ten (11) adult school representatives, nine (9) community college representatives, six (6) library and literacy program representatives, and two (2) statewide program representatives were in attendance.

Strategic Planning Presentation

Paul Downs presented an overview of the ALLIES planning process. The participants provided feedback after each section of the presentation:

Environmental Scan

• Adult education service can help bridge educational gap of "replacement generation" (continuation education).

• There are several trends that are concentrating demographic groups in certain areas: Foreclosures in suburbs, concentration of ethnic groups in certain neighborhoods (ghettoization) Silicon Valley phenomenon.

• Class difference and separations are widening.

• The Dollar General communicating for success initiative 2009-10 is a useful resource.

• Economic problems in Silicon Valley area are putting pressure on the whole idea of network expansion.

Strengths

• It's a strength that ALLIES has funding at a time of cutbacks and is using the money to pull people together.

• It's good that this is a practical effort. Practitioners are directly involved in networking and developing improvements. It's not just going to be a report on the shelf.

• Dedication of members/leaders.

• There have been immediate results based on collaborations. Transitions are smoother for students going from adult schools to community colleges.

• Opening the door to collaboration with the community colleges is mutually beneficial

• This effort is unique and innovative. I reported what ALLIES is doing at a CFT commission meeting and it was a new idea to many there

• Opportunity for dialogue

• See possibilities that I didn't see before to collaborate with CSM

- Has fostered a positive relationship with CSM
- Visibility
- SVCF support
- Positive attitude - collaboration

Areas for Improvement

- Now we have something to take to local governments: our collaboratives are serving their constituencies. For example, in San Mateo, Project Read, the Adult School, and community colleges working together.
- We can do more outreach communicating the urgency of the educational needs of the replacement generation and the impact on the economy.
- Consider providing a stipend or other payment for the time of college faculty; they have reported that they can't attend these sessions in addition to all their other work.
- ALLIES can support the efforts of adult schools to retain their funding. During school board debates on funding, if would strengthen their case if the adult schools can say that ALLIES is supportive of adult education.
- How do we provide "more" to the students who need to work? We have many student who are not going to work.
- Identify more adult students who could participate to some degree in ALLIES. Tap into students who have graduated from learner leadership programs. Encourage learner leadership activities.
- More clarity on the non-duplication of services between adult education and community college. I sense that the community colleges will swallow up the adult schools.
- More business contact and outreach.
- Clarity of purpose.
- Some meeting places too far away. Meeting more regionally.
- Specific sharing – visits to sites to see how collaboration is being implemented.
- Sustainability after planning grant ends
- Sharing areas of curriculum / resources
- Leverage learners. 1) Henry Hoffman learner leadership / Adult Learner Leadership Institute. Graduates are poised for advocacy, fundraising, public speaking
- Learn more about mobile phone strategies for increasing literacy

Values

- Advocacy (3)
- Social justice (3) and/or equity
- Diversity (3)
- Collaboration
- These are really good

Mission

- Address resources
- Like it. I think "succeed" implies being self-sufficient workers and providers for families.
- Creating collaborations and articulation agreements between adult schools and community colleges.
- Empower? This word may not sit right with the business partners we are trying to reach out to. Its kind of 70's
- Succeed?
- "Success" is too vague – not powerful enough results. Need to captivate business and non-literacy communities
- Improve internal outreach to literacy programs and literacy world generally.
- We also need to speak about unmet need - not just the student that are already in the system.

Student Success Task Force Presentation

Paul Starer, Foothill College Dean of Language Arts, presented an overview of the recommendations of the California Community College's Student Success Task Force. He did not advocate a position on the recommendations. His purpose was to highlight the potential implications for ALLIES.

Mr. Starer presented excerpts from the report. In particular, he noted the recommendation that the legislature make a decision on which system – community colleges or adult schools – should deliver basic skills for native speakers of English and ESL. He noted that the report is generating a great deal of conversation, and will be the subject of the CCC Academic Senate Plenary Session in November. He showed an example of a proposal from a particular college that basic skills be assigned to the colleges, but only if adequate funding is provided.

Paul Downs noted that ALLIES can be part of the transition process in any implementation of the recommendations, as ALLIES is positioned to enable transitions and cooperation between the systems. He suggested that ALLIES is not currently positioned to develop a policy recommendation.

KQED Education Presentation

Robin Mencher, Director of Education and Media Learning at KQED, gave an overview of the station's education program. She then introduced Maxine Einhorn who presented KQED's program for working with ESL educators to use the station's media resources in teaching. She reviewed the program's website and described how instructors and faculty could work with KQED. (MEinhorn@KQED.org)

Local Collaborative Conversations

Cañada College
- College classes at SUHSD

- Transition advisor does goal setting
- CASAS 83/84 – Level 2 is used for determining readiness for transition
- The college provided feedback that adult school students lacked writing skills. Steps were taken to address this.
- Instructor takes learners to Cañada.

San Mateo Adult and College of San Mateo

Activities
- Visited each others' campuses and classes. Observed similar levels.
- CSM presented information at the adult school.
- Two meetings held: brainstormed possible activities (transition classes, recommending students to stay at adult school; how to problem solve transitions).
- Researched the number of adult school students who have transferred to CSM (data sharing).

Purpose/Goals
- Improve communication
- Create smoother pathways for transition

Successes
- Established a relationship and started communication
- Have been able to share data between CSM and the Adult School

Barriers
- Time constraints

New approaches / adjustments
- Whether Adult School wants to devote resources to teaching more writing
- Identify students who have the intention to go to CSM (approximately 1/3 of the students). Help those students be prepared for those classes.

Next Steps
- Analyze data to find out success rates, persistence, retention, etc. for adult school students who come to CSM.
- Inform CSM administration re: progress and goals
- Meeting to figure out next action steop for helping advanced Adult School students move to CSM (e.g., orientation, class, visit to CSM, alternate assessment)

Foothill / Mountain View Los Altos

Activities

- Bridge to college – link adult education to college through a class. Assiste with entrance and funding

Goal
- Assist students to enter non-credit college pathway

Worked Well
- Only 6 weeks in success – hard to measure

Barriers
- Documentation
- Attendance

New Approaches
- Open entry / exit

Next Steps
- Ensure continuation of program
- Assess success and challenges

Vision Literacy / Project Read Menlo Park

Activities
- Have a system to collect data an see if students would reach benchmarks

Goals
- Learn from Vision Literacy's experience
- Longer-term, broader share of best practice and economies of scale
- Sustainability most effective with funding challenges

Worked Well
- Changed thinking about effective data
- Scalable platforms (Salesforce and google docs)
- More business-oriented and relevant to younger generation
- Cloud platform for data tracking
- The adoption process of technology was faster than expected (quick learning processs) Now we have to build a support function