



ESL Providers' Convening

May 6, 2011

1:00 – 4:00

Santa Clara Adult School, Room 15

1840 Benton Street, Santa Clara

SUMMARY

Meeting Intent: Continue engagement of ESL practitioners in developing the ALLIES network strategic plan.

Desired Outcomes:

1. Learning from field collaborations
2. Update on ALLIES Strategic Planning Process
3. Input on clarified/emerging strategic direction for ALLIES
4. Continued community building and connections among the ESL practitioner community

Participants

1. Meg Apple
2. Susan Bremond
3. Patricia Brown
4. Brenda Harris
5. Kathy Henderson
6. Kathy Quesada
7. Alma Quintana
8. Diana Rumney
9. Leigh Anne Sippel
10. Francisca Wentworth
11. Jean O'Loughlin
12. Ellen Yu Costa
13. Victoria Maxson
14. Usha Narayanan
15. Fred Thompson
16. Thomas Ray
17. Kristi Ridgway
18. Keith Aytch
19. Dennis Browne
20. Lynn Hasbany
21. Barbara Hooper
22. Leslie Johnson-Tatsuta
23. Mary Peros
24. Peggy Raun-Linde
25. Mary Ann, Sanidad
26. Alex Scott
27. Amy Sobel
28. Jo Ann Van Ballegooijen
29. Kathy Matarano
30. Judy Gehman

Steering Committee

31. Lionel De Maine
32. Kara Rosenberg
33. Jenny Castello
34. Bob Harper
35. Mayra Cruz
36. Anniqua Rana
37. Paul Downs
38. Rachel Perez

Presentation of Local Collaborations

Eight local collaborative groups presented progress updates. Common strategies across the presentations included:

- Alignment of assessments
- Orientation of adult school students regarding community colleges
- Faculty/teacher observation of partner institutions
- Consideration of returning lower level ESL to adult schools
- Tracking the movement and success of students between systems
- Relationship building
- Co-location of classes

Observations about the collaborative process included:

- We have shared students
- There are common perspectives and challenges across the two systems
- Collaborations are yielding tangible results – helping us do our jobs better
- Importance of direct faculty/teacher involvement along with system changes
- The relationship between schools and colleges is not one-to-one, but often one-to-many
- People are looking for and developing models (CACE/West Valley College; San Leandro Adult ESL bridge)
- **South Santa Clara County.** Alma Morgan Hill and Gilroy and Gavilan credit and noncredit – all together for the 1 st time, came up with agenda of priorities: curriculum , assessment, access. Curriculum – too much for one meeting. Assessment: agreed a year in which Adult school students will go to Gavilan Credit to try to align CASAS and Gavilan assessment, student will go with CASAS score to Gavilan and there will be data exchange. Gavilan ESL will go to Adult School and do orientation at Adult School; scary questions: cost and legal status. 3rd agreement: about having Adult School students go to Gavilan to observe and participate in Gavilan ESL classes. Learnings: distinctive programs but a lot of congruence, nice to meet each other, nice to talk about ESL.
- **San Mateo Adult/CSM.** Patricia Brown, Mary Peros, Katherine LeBan @San Mateo Adult and Amy Sobel CSM: 2 meetings w/different faculty; visits to each other's site, class visits to classes that Adult students usually attend, recognized 1/3 of students, saw many similar things that are taught, but some important differences, CSM visited Adult school classes and then discussed Assessment, textbooks, curriculum, wonderful

beginning dialog. Agreements: to be followed up on: % of Adult want to go to Community College, but Adult School needs to know what the students need, maybe a College Readiness class; higher levels Adult School teachers need to know what students need to go to Community College and are getting a good sense of it; fiscal situation and real lack of readiness – lowest level ESL go back to Adult School instead of facing frustration at CCommunity College; wanting more data about where Adult School students place and their success and persistence at CSM; ah hah moment: now seem to be working on a true collaboration to benefit both institutions; great that this has been at the teacher level – makes valuable things happen, very positive, excited to share the positive experience of the collaboration.

- **Santa Clara Adult/Mission College.** Jean Santa Clara Adult Ed: budding relationship with Mission Kathy Henderson; Kathy attended Santa Clara Adult School meeting: describing students, good getting to know each other meeting; feel a real need for the collaboration because Mission is cutting two lowest levels, Mission needs data – where do Adult School students come from ; Mission serves a number of cities, will the “you take high and we take low” work?; Mt. View and Los Altos has great relationship with Mission in Health Care and with Evergreen and ? ; recognition of the collaboration at an event, but everyone was not aware of it; aligning test scores seems interesting and need to connect with Outreach person. Some Adult School are going to De Anza; need to look at where students go; many to many relationship; students move around the two counties also.
- **Skyline/South San Francisco.** Leigh Ann Sippel and Francisca Skyline and South San Francisco Adult – bypassing the placement to try to get the students into Skyline by using the CASAS test; certification of CASAS writing assessment by Adult School teachers; qualifying score on writing test, other test and teacher recommendation about academic skills necessary for college to place students; everyone at Skyline is on-board, but it is a new process, so there is some delaying to get this new process in place. ALLIES may be able to help with the change part, for collaboration to happen. Adult School is going to pilot the functional writing test now to get some data to work with.
- **Sequoia Adult/Cañada College.** Barbara Hooper Sequoia Adult and Jenny Castello Canada: Two Canada classes at Adult School day and evening; placed students based on CASAS scores; using SVCF grant to work on adding more writing to Adult School classes, Adult School faculty certified in CASAS writing; the grant also pays for a part time counselor to help identify which students are ready for college.
- **Fremont Union High School District.** Peggy FUHSD Adult School – looking at their program in detail to have a system in place to transition students into CTE or to Community College; looking for a model – San Leandro Adult School Bridge; putting in place a system to be able to talk to partners: Foothill, Mission, and De Anza. School in Texas has 7-week transition class in which students create a portfolio, but they start at lowest level of ESL to prepare students for college. Developing models, templates, to share is something that ALLIES can help share.
- **Campbell Adult Ed / West Valley / San Jose City.** Presentations for Adult school students, and outreach to college faculty to co-locate classes; hoping to get classes that are meaningful for students; have had many visits; start to align courses; administrators are important part of the process, according to Bob; the colleges are all different and the Adult schools are all different; faculty talking to each other is not sufficient; all levels of the hierarchy need to be engaged, but all of it together is not enough; we need to move beyond these two systems. Alex has tried to use top down, but has not worked well, so trying also from the bottom up; maybe use the transition class at the Adult School. At Sequoia and Canada, the community also was involved and asked the two systems to

provide a class. At Gavilan there is an advisory group that also identified needs in ESL classes that led to the noncredit classes – the community voice was key.

- **Metro Ed and West Valley** – visited classes and brought college awareness into the Adult school classes; met with faculty at West Valley to arrange campus tour and mini-orientation and class observation for students after the college awareness unit “College for a Day” event. Faculty will be doing this event in the Fall; college faculty are asking Basic Skills to fund the event.

How can we capture this information?

- Gap in ESL area for Basic Skills Initiative
- What data? How to collect? Different colleges and different adult schools
- Categories of stuff: counseling, assessment alignment, etc, so that we organize and we can share and look for specific areas,
- Yes, some categorization; funding sources, brevity is good because we have so much information, just main information with follow up person to get more information,
- Orientations, campus visits, etc. identifying data, identifying students who go to community college from Adult school
- Volunteers to help set up structures: time frame? To get something very basic up is probably a couple of hours: Usha , Jean volunteered.

Update on Strategic Planning

What are the factors that tell us that there is a problem out there worth tackling?

- Funding;
- Work place needs are changing, more qualified workers with more education are needed
- College seems out of reach to many students, tracking student goals but they don't know their goals and need help to identify their goals, students are not ready to make the commitment to college, low graduation rates and low retention rates
- Systems aren't set up to give students a good experience
- Wia reauthorization and race to the top
- Students are mobile, student persistence, staying with it
- At advanced level they are still not job-ready
- Barriers to entry, lack of knowledge about ab 540 creates hopelessness, don't know the system and lock-step of community college
- More severe life-interrupters than college students have, no safety net
- One student has many goals at one time, but institutional limitations to meet all the goals
- Geared up and ready for comprehensive immigration reform
- Colleges are having an identity crisis – who are we and who do we serve? And back to core mission of transfer – no system completely owns bs and esl
- Figure out goals quick, not much time
- Mission marginality
- Time it takes to get through esl sequence – students don't have time

- Students need language and also math skills for jobs and also for college
- Overlap between bs and esl and literacy levels
- Esl should be a big part of bs

Comments on the Change Statement

An informal poll revealed a majority of thumbs up, and a few thumbs sideways.

- This is huge!
- Positively toward it ...word choice..."health" rather than development
- In-sync with the problem with the state of California
- "doesn't" is negative
- Our work relates to certain ethnicities from all sort of different environments (social and economic) civic health might imply equities...but it is too quiet. Sometimes we are not bold enough about the language we use
- RESPONSE: this is not a marketing tool...we're looking for conceptual clarity...
- Who is "our"?
- Who's the we...our community
- Response: Business, government, funders are the constituents
- Part of what we're not doing is meeting the needs of some of the people
- Silicon Valley (Santa Clara, San Mateo) a big WE...sectors...
- Leadership of Silicon Valley –power with
- "Who are we delivering to?"
- RESPONSE: We mean everybody...our umbrella includes Gen 1.5 and others...

Collective Impact Model

- Change statement seems more do-able after looking at the CIM model
- People have to think that the problem is really something that needs to be addressed
- Balance between commonality and communication
- Agendas overlap
- People who are not yet on board will be identify with the problem
- Stasis rather than resistance
- Invite people into the discussion
- Sense of urgency
- Rally to problems
- How is this knitted together?

Stakeholders

1. Contact large companies like CISCO-in advance of meeting with CEO
 - a. Students who are here for a few years (H-1 visa holder)
 - b. Immigrant integration
2. Home Depot, Lowes, Target ...Corporation
3. Student voice needs to be included
4. Get the show on the road wherever the powerbrokers meet inform them.
 - a. CBOs are invited to dinners and have (Alex ...Volunteers)
5. How to go to the politicians to get involved?
6. Libraries...free to the public...contact Manny for more information
7. Hospitals...serve large immigrant populations and employ them... Palo Alto Medical Foundation
8. Controller Dave Pine (Fred Thompson will contact this person)
9. Chamber of Commerce

Intent and Desired Outcomes

- Intent Statement and problem seemed huge but seems more doable
- Helpful in clarifying our mission