

ALLIES ESL Providers' Network Meeting

May 18, 2012, 1:00 p.m. – 3:30 p.m.

Canada College, Room 3-142

Meeting Purpose: Promote Collaborations to support the success of language learners.

Desired Meeting Outcomes

1. Best practice sharing between and among ESL practitioners
2. Update on ALLIES
3. Input on the future of ALLIES and the ESL Providers' Network

Attendees:

| FIRST | LAST | TITLE | INSTITUTION |
|--------------|-----------------|--------------------------|--|
| Adrienne | Moberly | Vice-Principal | FUHSD Adult School (Sunnyvale-Cupertino) |
| Amy | Sobel | | College of San Mateo |
| Anne Marie | Wasserbauer | | West Valley College |
| Anniqua | Rana | | Cañada College |
| Barbara | Hooper | | Sequoia Adult School |
| Bob Harper | | Director | CACE (Campbell) |
| Jennifer | Low | Board Member | Vision Literacy |
| Jenny | Castello | | Cañada College |
| Jim | Murphy | Alternative Ed Principal | South San Francisco USD |
| Judy | Klikun | Manager | Partners in Reading, San José Public Library |
| Kara | Rosenberg | Principal | Palo Alto Adult School |
| Kathy | Quesada | | Mountain View/Los Altos Adult School |
| Leigh Anne | Shaw | | Skyline College |
| Leslie | Johnson-Tatsuta | | MetroEd Adult Education |
| Lionel | De Maine | | Sequoia Adult Education |
| Mary Ann | Sanidad | | Gavilan College |
| Mary | Perons | | San Mateo Adult School |
| Pat | Lawson-North | Executive Director | Vision Literacy |
| Peggy | Raun-Linde | Principal | FUHSD Adult School |
| Rachel | Perez | | Gavilan College |
| Tim | Doyle | | San Mateo Adult School |
| Usha | Narayanan | | CACE |
| Vicky | Moran Vozza | ESL Teacher | Menlo Park Library-Project Read |
| Victoria | Maxson | Teacher of ABE and ASE | FUHSD Adult School |
| William | Silver | Interim Dean | Evergreen Valley College |
| Alma | Quintana | | Gilroy Adult Ed |
| Ellen | Yu Costa | | CACE and Gavilan CC |
| Alice | Bradshaw | | Project Read-Menlo Park |
| Elizabeth | Weal | | Sequoia Adult School |
| Margaret | Apple | ESL Instructor | CACE |
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AGENDA

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| 1:18 | Introduction |
| | Representatives from adult schools, vision literacy, project read, literacy in San Jose, community colleges |
| | <p><i>ALLIES Overview</i></p> <p>Vision-Regional vision and purpose to have a policy influence</p> <p>Needs:</p> <ul style="list-style-type: none"> • Immigrants are the key to our future • No single agency has the resources to serve all • Need systematic attention <p>History</p> <ul style="list-style-type: none"> • Founded in 2010 with a grant from Silicon Valley Community Foundation • 2011 Planning an action research approach <p>2012</p> <ul style="list-style-type: none"> • Presentations at CAEAA, CATESOL, White Hours Summit, Immigrant Integration action forum • Applied for Dept of Labor Workforce Innovation Grant • Ongoing Strategic Planning <p>Next Steps</p> <ul style="list-style-type: none"> • Develop EPN • Create an organizational and funding model • Provide Collective Impact Training <p><i>Collective Impact</i></p> <p>Large scale social change requires broad cross-sector coordination yet the social sector remains focused on the isolated interventions</p> <p>Commitment of a group of cross-sector actors to a common agenda for solving a complex social problem</p> |
| 1-25 | Participant sharing of collaborative activities |
| 2:25 | <p>Community Based Literacy Programs-Vision Literacy for 500 students in a variety of settings (one on one, classes)</p> <ul style="list-style-type: none"> • Using Sales Force Dashboard to track goal achievement • Implement a new methodology on how to capture data. Meet regularly to modify program so that data is accurate and useful. • Track every lead: volunteers, students, partners, etc. • Uses same methodology as a sales organization • Set goals, e.g. we will deliver 6000 hours of literacy education this year. • Data showed that one-on-one tutoring did not work as well as classes. • Learner Assessment alarm tells when a student needs to be assessed. • No cost for non-profit |

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| | <p>San Mateo: CSM and SMAS</p> <ul style="list-style-type: none"> • Collaborating since 2010 • Getting to know each other • Observations at each school • Discussions about curriculum • Disc about mission • Recommendation form for students who need adult school • Data sharing: informal surveys to find out who has been to adult school • 2 presentations: intro to CSM and to college in general • Field trip from AS to CSM: 36 students visited-wld like to track them • Heard about financial aid, etc. • Placement procedures and how to streamline • Students feel process is more personal and demystified. They understand what they need to do. • AS teachers have developed an intensive writing course for possible transfers • Finding time to meet is a challenge; • Would like to make it more institutional • How to make higher ups more knowledgeable |
| | <p>GAVILAN Gilroy</p> <ul style="list-style-type: none"> • They have collaborated since 2004 • HISSEA Hud money • Share facilities, teachers, in constant communication • New part is to transition students to the credit side • Writing a 1 unit curriculum for students to move into credit • Additional funding would improve collaboration: staff dev; grant writing, money to track data • Support: advocacy on all levels of the needs of undocumented adults and ESL learners; since their programs are supporting mostly high school graduation • Meetings involve curriculum and instruction • Different community colleges admit AB 540 students in different ways |
| | <p>Sequoia</p> <ul style="list-style-type: none"> • AS pays someone to be an official liaison on the college campus so they can provide information and a person students can go to • Co-located class • Salesforce database of all students who are counseled and sent to college • Still very difficult to track them. • Trying to figure out where they go from college, also. • Sequoia also has a transition advisor (not a counselor, bilingual) who is a Cañada student. • A number of the students had been to Cañada in the past so the person |

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| | <p>on the college campus may have duplicate entries</p> <ul style="list-style-type: none"> • Over half of the students getting awards at Cañada’s recognition ceremony had attended Sequoia <p>Q: Can ALLIES help with grant writing? Q: How does the money for the liaison officer get paid?</p> <p>Elizabeth shared information about the Sequoia Foundation. Sharing curriculum will help. Transition and advising information on the site.</p> <p>Q: where did the funding for the scholarship come from? How do you set up a foundation? You have to have a fiscal agent. ALLIES could be a fiscal agent. Why did you find a need to move out of the SMCCD foundation?</p> <ul style="list-style-type: none"> • Details about Cañada’s award ceremony • ACE award, PASS certificate, VESL award ...details about the awards are available on the Cañada College’s ESL website. • Student Success Taskforce: Chancellor’s office is saying that recognition is necessary to capture completions. Identify all transferable courses that can be added to the certificates. • Stackable certificates related to Career Ladders Project. Reduce the number of exit points, but also recognize achievements. |
| | <p>Student Success Taskforce Funding. Wrap-up points</p> <ul style="list-style-type: none"> • Adult Ed story is challenging and won’t improve. • Community college level the Taskforce is suggesting moving students to move in. • ALLIES doesn’t have the strong constituents and come up innovative solutions to support the ESL students. • Skyline college’s academic senate ASCCC.org Taskforce • FACCC is updated in real time. Legislative list is the best place to find the information. Skyline met with two state legislatures to discuss the Taskforce and see where it is. • ALLIES could provide a fiscal backbone. The coming together and sharing information is needed Community building is needed. • July 9th Training folks who are interested in leadership. • September next training. • Build collaborations with businesses • Grant possibilities will help with collaborations. • Please go to the website and post your information on line. |