



ALLIES ESL Providers' Network Meeting

October 21, 2014, 12:00 p.m. – 3:00 p.m.

Silicon Valley Community Foundation

Meeting Summary

Agenda

The meeting agenda was as follows:

I. Welcome and Introduction

II. Organizational Introductions

III. Updates on Our Regional Collaborative Initiatives (AELA and AB 86)

IV. AB 86 Update and Discussion

V. Future Directions for ALLIES

Introduction

Paul Downs welcomed people to the Fall 2014, ALLIES / Adult English Language Acquisition Cohort (AELA) meeting. Approximately 45 people from 25 institutions attended. Below is a summary of institutions.

- **Pars Equality Center** – Provides services to refugees of Iranian descent to help them become self sufficiency
- **Nuestra Casa** – Works with the Latino community on adult ESL, parent engagement, leadership development
- **Project Read Menlo Park** – Volunteer driven program that helps adults improved their basic literacy so they can more fully tutoring, English classes, computer assisted learning, conversation club
- **Puente de la Costa Sur** – Provides services for a healthy, inclusive, sustainable on south coast
- **Santa Clara Adult Ed** – Offers basic education, adult education and ESL students
- **San Jose Community College** – A community resource offering many classes for many levels of students

- **Milpitas Adult** – Classes both for community and at a local correctional facility, including ABE, GED, ESL
- **Silicon Valley Adult Ed** – Serve adults in ELS, basic skills, adult education and testing
- **Building Skills partnership** – Career advancement opportunities for low wage service workers in collaboration with SEIU, responsible employers, and others
- **Canada College** – Give students the academic skills to achieve their goals
- **Sequoia Adult** – Classes for adult students with opportunities to transition to college
- **Palo Alto Adult School** – Offers accessible flexible programs that meet students’ personal and professional goals
- **Jefferson Union High School Adult** – Serves about 1500 students a year in ESL and adult education
- **San Mateo Adult School** – Serves ESL and other students to help students get where they want to go
- **Campbell Adult and Community Education** – Adult and basic education, mostly serving residents in San Jose
- **Grail Family Service** – Strengthen families in East San Jose
- **Learning and Loving Center** – Empower immigrant women in ESL, computer literacy and other topics. Provides additional services such as preschool.
- **Mountain View Los Altos Adult School** – Core programs are ESL, CTE and high school diploma. Want seamless transitions internally and pathways to college
- **Jewish Family Service of Silicon Valley** – Multi-service social service agency empowering families and individuals facing life challenges. One example is a program that provides vocational ESL
- **Upwardly Global** – Skilled immigrant refugees with a focus on job search
- **Gavilan College** – Offers many services in S. Santa Clara and San Benito
- **Catholic Charities** – Provides services to families and individuals in need to lead them to self sufficiency
- **Refugee Transitions** – Bolster, build bridges and get students into educational institutions. Also provides volunteer home based tutoring
- **Vision Literacy** – Help adults increase self-sufficiency through ESL, adult literacy and computer skills

AELA

Manuel Santa Maria introduced the Silicon Valley Community Foundation and their programs. There are two focuses related to ESL, legal services and adult English language learners. They fund many groups in the area and interested institutions are invited to go to their website at www.siliconvalleycf.org

ALLIES history

Paul summarized the history of ALLIES. As a follow up, there was a question about what alignment looks like.

Sequoia and Canada offered an example. They are focusing on five areas

- Classes and Curriculum
- Cultural
- Teacher/Faculty Coordination
- Systems
- Support services

Specifically, alignment involves looking at what your institution is offering and evaluating how it aligns with other institutions. It also involves a cultural change in helping people understand that there are many entry and exit points, and that college is an option. It is also important to have data systems that can track how students are doing once they transition.

Department of Labor Grant

Participants summarized the Department of Labor Grant

- **Asset Map** – Developing a list of which organizations are providing which services.
- **System Overview/Gap Analysis** – Writing a report about what the needs and what services are being offered
- **Pilot Projects** – Several institutions are conducting pilot project to offer ESL training at workplaces. Often employees can take part as part of their workday (e.g. they get paid for their time).

ALLIES will help make sure everyone has the opportunity to participate in the asset mapping. ALLIES will also share the System Overview/Gap Analysis when it is available.

One key lesson is how hard (and important) it is to bring agencies together to benefit students. Help from workforce investment board was really useful because students had access to jobs. Another key question is how to serve undocumented students.

The grant sunsets in June and there will be more discussion about where to go after it ends.

AB 86

AB 86 has been a great opportunity and people have enjoyed talking about the opportunity for collaboration. In particular, it has been important to build relationships among providers.

At the same time, participants are eager for action. There also should be more integration of community based organization. There should be more conversation about how to meet the needs of undocumented learners. There are challenges for in areas without adult schools, such as the coast.

Future Activities

Paul presented ALLIES vision for 2014, which involves helping consortia be more effective,

Could ALLIES role play a role into the integration of CBOs into the system? Because most of the CBOs are small, they alone can't advocate for their role in the system. In fact, it is not even clear to many CBOs what their role is. ALLIES can help bridge this gap. CBOs also provide a great model, because they have been collaborating with each other and other partners for many years. Potential activities include:

- Facilitating working groups
- Integrating technology so groups can learn together
- Specific discussions about working with special populations (undocumented workers, incumbent workers), with the goal of more formal partnerships
- Developing a common vocabulary so everyone can talk to each other and mean the same thing
- AB 86 leaves out some parts of adult education because it is focused on career readiness. We can meet the need for people who are not going to college.
- Asset map would be very helpful.
- Assessment
- Maybe have a product or a goal for the collaboration
- CBOs should be in work groups for AB 86
- Goals
 - Making transition easier for CBOs to adult schools and Community College
 - Sharing of information – be specific when we invite the partners

There is interest in the Sparkpoint model, and a representative from the organization spoke to the group. Sparkpoint is a one stop career and financial services center that offers many services. There is one intake form that all the service providers use. Below are key points:

- Integration – Bringing together people from various agencies to collaborate, in what appears seamless for the client. Can be five to ten agencies collaborating. All the facilities are co-housed and branded as Sparkpoint when they are in the house. All the data is entered into a shared database.
- Usually work with families for two to three years
- Based on client driven financial coaching
- Data driven process – on line database so everyone has access to the information they need. Common application form was challenging, but key. United Way is the system administrator.
- Outcomes – Clearly defined goals and outcomes. If you achieve all four you are likely financial self sufficient.
 - Self-sufficient income – Income that is usually three to four times the poverty level.
 - Credit score – A credit score of 700 or above
 - No revolving debt or managing debt – For example, no credit card debt
 - Build savings – Savings for three months of expenses
- There are ten Sparkpoints in the bay area and a few more in development (including Redwood City and Skyline)

- Sparkpoint Oakland has served over 16,000 families

Two key lessons are

- Common intake is very important
- Collaborative services and programming

Some specific thoughts about Sparkpoint and collaboration include:

- Have a website with a flow chart so you know where students can go
- We need to have knowledge of each other to make this work well
- The moment you start this conversation, you involve tons of social issues (food, etc)
- Sparkpoint can help inform the process