

ALLIES ESL Provider's Network Meeting
October 28th, 2016
Cañada College, Redwood City

I. Meeting Overview

ALLIES held its 13th bi-annual ESL Providers Network meeting on Friday, October 28th, 2016 at Cañada College in Redwood City. The meeting was attended by 63 ESL instructors, counselors, and administrative staff representing 7 Community Colleges, 11 Adult Schools and 24 Community Based Organizations in the bi-county Silicon Valley area. Paul Downs (ALLIES) and Ilse Pollet (ALLIES) facilitated the meeting. The outcomes for the meeting were to update attendees on recent ALLIES and public policy developments and engage EPN members in the ongoing development of the ALLIES and South Bay Consortium for Adult Education (SBCAE) Immigrant Integration Pathway project, along with providing a networking opportunity for ESL practitioners.

II. Take-Aways / Themes

- **Strong Network of Partners:** A diverse group of CBO and educational partners presented their programs and offered to make presentations in EPN members classes and partner in other ways in support of the immigrant integration mission
- **Opportunity to Influence Policy:** There is currently an opportunity to participate and influence a range of policies related to immigrant integration (AEBG, WIOA, Strong Workforce, BACCC data sharing)
- **ALLIES Capacity Development:** ALLIES is developing its capacity by hiring its first ever staff person (Ilse Pollet, Program Coordinator) and retaining a development and fundraising consultant
- **2017 Priority is Immigrant Integration:** ALLIES is focusing on an Immigrant Integration Framework as its main priority for 2017
- **Immigrant Integration Pathway (IIP) segment:**
 - There was a very positive reception of the Immigrant Integration Pathway, especially in light of the current policy discussion
 - There is a need to clarify how the IIP can be used and implemented. The goal is not for every organization to provide programs and services in all 8 goal areas, but rather to serve as a clearinghouse of resources and provide structure to conversations on how to address immigrant integration goals.
 - There is a need to stress the flexibility of the IIP – it is an adaptable framework, not a one size fits all

- o In addition to helping people with any goal, immigrant integration also supports workforce development
- o There is a need to advocate immigrant integration in data systems development
- o EPN participants expressed a strong interest in metrics - providing input to metric development, using metrics in classes, how success will be defined
- o The framework sparked ideas on how instructors, advisers/counselors and administrators can support integration in their roles.

III. **EPN Shout Out**

The EPN Shout Out segment on the agenda offers a chance for EPN attendees to share successes, innovative projects or collaboration efforts with the EPN community. In addition to inviting attendees to share at the meeting, there was an opportunity to share best practices by using an EPN Shout Out form, collected at the end of the meeting.

Mary Ann Sanidad, *Gavilan Regional Adult and Career Educational Services (AEBG Consortium)*

- Consortium members are working on shared curriculum, professional development trainings, coordinated orientations and assessments
- Developed contextualized ESL curriculum: computer, entrepreneurship, child care, horticulture
- Improved transition from course to course within noncredit and from non-credit (in the community) to credit (at the college)
- Mirrored ESL classes: noncredit and credit together, pilot in low intermediate, approved for high intermediate
- Enrollment is up
- AEBG money is used to provide student incentives to attend: text books, gas cards, parking permits for new college attendees

Alexandra Scott, *North Santa Clara County Student Transition Consortium (AEBG Consortium)*

- Adult Ed ESL core group began to work with Community College counterparts to visit classes
- Exploring integrating ESL content in CTE classes
- CTE counterparts in CC are connecting with colleagues in adult school
- Arrange for ESL instructors to sit in CTE advisory committee
- Naviance training (resource for college prep) for instructors
- Professional development workshop for administrative staff and teachers around students with disabilities, could be a regional effort

Burr Guthrie, *South Bay Consortium for Adult Education (AEBG Consortium)*

- Consortium license sharing with Burlington English: blended model + classroom model
- The consortium has 9 full time transition specialists, meeting regularly in work groups
- Colocation of college noncredit classes between Campbell Community and Adult Education (CACE) and West Valley College
- Bridge programs successful for ESL learners' transition to CTE
- Disability specialist to provide professional development
- Professional development collaborations with AEBG money: conducting surveys to determine needs and leverage resources
- Individual student support time (30' of class for individual student meetings)
- ESL workgroup is working on curriculum alignment
- City of San Jose created a new city office for immigrant affairs - Welcoming San Jose plan approved by city council, SBCAE provided input and is mentioned in the final plan
- Mission College and Silicon Valley Adult Education are currently hiring full time transition specialists

Lionel DeMaine and Jenny Castello, ACCEL San Mateo (AEBG Consortium)

- New Adult School: La Costa adult school, combination of adult ed and Canada college courses
- Use Transition Integration Framework (TIF) in ESL and GED in all 5 adult schools in the County + aligning with lowest level of ESL at colleges (pilot project), model to help students think about college and career
- Career navigator at each adult school - college transition coordinator
- Pathways: Jefferson Adult School and South San Francisco Adult School in collaboration with Skyline college - healthcare, hospitality (popular, included transportation)
- College readiness workshop series for ESL students, collaboration between San Mateo Adult Ed and College of San Mateo
- Transition coordination between San Mateo Adult Ed and College of San Mateo
- Data sharing pilot between Sequoia Adult School and Canada College

Cheryl Munoz-Bergman, International Institute of the Bay Area (IIBA)

- IIBA offers free immigration legal services and citizenship classes
- Available to do presentations to students if they need more info about immigration options
- Grant funding to provide free citizenship and DACA services

Stephanie Tang and Andrea Jesse, Jefferson Adult School

- Introduced a full semester of iBest instructional model (team teaching) for gateways to health careers : academic health sciences and ESL + professional bridge and goal setting + cultural component (American health care culture)
- Collaboration with Skyline college
- Big push towards Digital Literacy: email correspondence, online chatting/forums, online grammar and vocabulary quizzes (Moodle), online writing class (Moodle)

- Working on exit criteria (same to be used by South San Francisco Adult School) for students 'graduating' from Adult school: certain CASAS score, passage of a writing test, passage of a grammar test

Franci Collins, *immigrantinfo.org*

- Reminder about gaps in resource database, please continue to provide updates on classes and services
- Request to add financial aid programs to database

Randy Brown, *Gavilan College*

- Pilot project with El Pajaro, an entrepreneurship non profit
- Entrepreneurship classes (1 in English, 1 in Spanish), a cohort of 27 students made business plans, some students successfully started their own business (ex. laundromat)
- Business counseling support
- Student advisor (peer mentor)
- High school class: migrant students as TAs - class for parents of migrant students
- Partnership with SIREN: ongoing support

Sandra Cruz, *SIREN*

- Legal workshops available to schools, colleges
- Serving Santa Clara County and San Bernardino county
- Education and outreach
- Free legal services – citizenship and DACA

Elizabeth Bales-Stutes, Mary Bazigos, *Palo Alto Adult School*

- Transitions class: job skills, English for job search, expanded program from 8w to 10w
- Free writing academy: pilot program – addressing the need to teach writing skills in preparation for college work and writing resumes/cover letters, partnership with Foothill - new level 4 : academic writing
- Expanded writing classes to 10 weeks

Patricia Markee, *Mountain View Day Worker Center*

- Provides employment for day workers
- Offers ESL classes: pre-literacy to low intermediate
- Looking for recommendations for vocational ESL textbooks (conversations for the workplace)

Liz Derr and Lex Duey, *Upwardly Global*

- Provides services to skilled immigrants and refugees who have professional work experience and bachelor's degree or higher in home country and are struggling to re-enter the workforce here

- Launched new learning management system online, called “weGlo” for job seekers to access training courses, job resources, open positions from 350+ employer partner network and online communities to socialize
- Developing English for professional communication curriculum: navigating professional conversations (written and spoken), understanding and using workplace lingo, avoiding/resolving miscommunications
- Branching out in discussion around immigrant and refugee integration at local, national and international level (Germany)
- Utilizing data-driven outreach to local partners and in providing updates to local referral sources on their client strategies
- South Bay applications have spiked in 2016 due to increased CBO and ESL/Adult School engagement initiatives – 35% of applicants from Santa Clara and San Mateo counties

Teresa Sotelo, *Center for Employment Training*

- Offers adult education career pathways program
- 14 centers in 4 states

Valerie Kiadeh, *Silicon Valley Adult Education*

- Got a 6 year WASC accreditation
- Started having community college presentations on campus
- Began technology training workshops for staff (publisher, google docs)
- Collaborate with outside speakers before they present

IV. **Policy and ALLIES Updates**

A. Policy Updates – Bob Harper

Adult Education Block Grant (AEBG) – AB 104

AEBG is the most significant adult education legislation passed in recent years, allocating \$ 500M annually to 72 adult education consortia across the state. The next step for the state AEBG office is to provide tech assistance to consortia. It was clarified that AEBG funds are an ongoing apportionment of at least \$500M annually going forward – not just a one-time grant. There will be an AEBG Summit in Sacramento, Nov 1-2, 2016.

<http://aebg.cccco.edu/>

Workforce Investment and Opportunity Act (WIOA)

Brand new federal workforce development program. Mandates that job training and adult literacy programs be braided (linked). Regional Workforce Development Boards are creating three year plans; adult education consortia are invited to participate in the planning process.

<https://www.doleta.gov/wioa/>

Strong Workforce Program

\$ 200M in CTE funds coming through the California Community Colleges, AEBG consortia are invited to provide input.

<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

Bay Area Community College Consortium (BACCC)

A collaborative of several Bay Area consortia. Recent conversations around data and student data sharing.

<http://www.baccc.net/Home/baccc-colleges>

B. 2016 ALLIES Update – Jenny Castello

The Immigrant Integration Pathway project was a major initiative for ALLIES in 2016.

Staffing changes: ALLIES has retained a development and fundraising consultant to assist in diversifying funding. Ilse Pollet was hired as part time program coordinator, creating opportunities for ongoing development of ALLIES collaborative initiatives. Now that a dedicated staff position has been created, Joshua Abrams will no longer be actively engaged in ALLIES. Paul Downs will continue to provide strategic planning services to ALLIES, as well as serve on the ALLIES board.

C. 2017 Look – ahead – Lionel DeMaine

The main focus for ALLIES in 2017 will be on advocacy and implementation of the Immigrant Integration Framework, as well as ongoing development of the program coordinator position, expanded communication and outreach (website, social media), EPN improvements, organizational development and fundraising. ALLIES will continue its involvement in state level policy.

V. Immigrant Integration Pathway

Ilse Pollet provided an overview of the ALLIES Immigrant Integration Pathway project (see meeting presentation slides for details), followed by table discussions giving attendees an opportunity to ask questions about the Immigrant Integration Framework and provide input on its potential uses. A summary of the feedback received during table discussions and subsequent plenary conversation can be found below:

I. Overall questions about the IIP Framework

Question: *What questions of clarification do you have about the Immigrant Integration Framework overall?*

Overall Themes

- There was a very positive reception of the IIP especially in light of the current policy discussion
- There is a need to clarify how to use the IIP and options for implementation, not everyone has to do everything, clearinghouse of resources
- Need to stress flexibility of the IIP - not one size fits all, adaptable
- In addition to helping people with any goal, immigrant integration also supports workforce development
- There is a need to advocate immigrant integration in data systems development
- EPN participants expressed a strong interest in metrics - providing input to metric development, using metrics in their classes, how is success defined (individually, benchmarks)
- The framework sparked ideas on how instructors, advisers/counselors and administrators can support integration in their roles.

Detailed Comments

General

- Do we need to look at all facets? Is a focus on 1 specific need ok? Does that miss pieces? Does that undermine strengths/self-efficacy?

- Does each group have responsibility for a specific facet? Are each responsible for all? For referring out?
- How do we build community info to refer resources?
- Further clarity is important
- How is integration defined for those who are already integrated but not English speakers?
- Empowerment of participants to be leaders.
- How can we make the framework flexible enough to apply in very different contexts (ex. South Coast vs specific CBO in Santa Clara)?
- Empower immigrants with information (i.e. Puente de la Costa Sur: Zumba example)
- Framework can be flexible + adapted per situations

Policy

- How does this influence policy?
- Need to present a region's unified vision
- Communicate that integration supports workforce
- How to influence government and policy makers to support?
- How can government be (?)

Goals and Sub goals

- Clarify what providing for family is and how to quantify.
- How can we drill down to other more specific goals (ex. How to get parents to go to student conference)
- Break down broad goals (learn English) in to measurable subgoals
- How do these things connect?
- How do we identify a goal, let alone a smart goal?
- Would each agency use every sub-goal?

Metrics

- Advocate immigrant integration needs in data/planning
- More input on metrics needed
- How do we get personal information?
- Goal – having this collaborative work on aligning metrics + sharing best practices (identifying metrics)/resources on tracking and reporting
- How do we use multifaceted metrics to show success?
- Is success self-defined or do the students need to hit multiple metrics?
- How do these metrics work in resource-rich vs resource-poor communities?
- Who uses the metrics? Can immigrants do it themselves? Do we need case management/navigation for each? Does that undermine strengths-based approach?
- Data – how do we track successes/clients across different 'touch points?'
- Economic contributions data
- Are there stats on 1st language literacy (Yes – in adult ed report to CDE / Plaza Comunitaria – K-8 curriculum for Spanish speakers

- Brainstorm metrics

II. Feedback on uses by audience

Question: Brainstorm potential uses for the Immigrant Integration Framework for each of the roles listed. How would you use the framework in your current role?

Classroom Strategies

Overall Themes

Several broad themes emerged from participants' discussion of classroom strategies:

- 1. Integrate IIP topics in curriculum design and contextualized lessons:** Participants main suggestion was to use the IIP to generate lesson plans on immigrant integration topics. For example, a unit could focus on how to get a driver's license or opportunities to develop financial stability. The existing Adult Education EL/Civics curriculum was suggested as an example.
- 2. Collaborate with outside experts to bring IIP into the classroom:** Outside experts on IIP (sub) goal areas could be brought into the ESL classroom to educate students on topics like citizenship, health services, parenting skills etc. It was noted that the language level of such outside presentations is not always appropriate for English Learners, this could be an opportunity for ESL practitioners to collaborate with outside presenters on making their presentation materials more accessible to ESL students, prepare students ahead of the presentation or offer multi-lingual presentations .
- 3. Create awareness:** a key element of integrating the IIP framework into classroom instruction is to create awareness of immigrant integration goals and services among adult English learners
- 4. Infuse metrics in classes:** some ESL programs have already experimented with having charts tracking immigrant integration metrics in the classroom. This could be a self-reported

progress report by students, tracking for example who obtained a library card or attended a parent-teacher meeting.

Detailed Comments

- Training
- Assessment
- Relevant lesson content
- Motivation
- Curriculum
- Leverage lessons to incorporate all topics and skills
- Contextualize lessons
- Writing curriculum
- Affects teaching strategies
- Curriculum design
- Lesson plans
- Bring in experts based on framework to address specific needs
- Integrating language instruction to address broader topics/areas to succeed for students
- Adult ed 8 metrics already in place
- CC learn from adult ed

Strategies for Counselors, Advisors, Transition Specialists, Case Managers

Overall Themes

In thinking about potential uses for the IIP Framework by counselors, advisors, transition specialists or case managers, the following overall themes surfaced:

1. ***Dialog with students***: the IIP Framework offers guidance for a constructive dialog between counselor and student, addressing both immigrant contributions and needs.
2. ***Goal setting tool***: having a comprehensive, uniform way to look at immigrant integration goals and associated metrics will help transition specialists and students in setting realistic and attainable goals.
3. ***Referral tool***: advisors and case managers can use the IIP Framework to refer students to appropriate services in goal areas where they don't offer programs or services or need specialized expertise. This is a key way of operationalizing the no wrong door approach championed by ALLIES. Not everyone needs to do everything.

Detailed Comments

- Shift to monthly conferences
- Recognition of importance of goals
- Talking with student to find out goals first
- Attainable, stepping, breaking down goals
- One-to-one meetings
- Deliver and connect to resources
- Better sense of placement
- Tease out the real goals
- Base plan on real needs
- Goal setting tools
- Visit classrooms
- 2-way assessment tool for developing goals
- Tool for referrals to external resources
- Need counselors and advisors
- More comprehensive intake to better route students to the right pathway
- Matching students goals with these areas of importance
- Counselors shared across schools
- Detailed knowledge

Strategies for Administrators and Program Managers

Overall Themes

Potential uses of the Immigrant Integration Framework at the administrative level suggested by EPN attendees were:

1. **Structured processes for integration of services:** leveraging the resources and relationships within the EPN, the IIP Framework can offer a structured way to build strategic partnerships, connect the dots between services and promote cross-sector collaboration.
2. **Opportunities for professional development:** the IIP Framework can be used to identify areas of need for professional development purposes.
3. **Data collection:** there is an opportunity to advocate to include immigrant integration metrics in a data collection system

4. **Recognition:** students or clients can be rewarded with certificates, awards, classroom recognition when reaching certain milestones

Detailed Comments

- Structure in place for integration of services
- Identify partnerships (effective + able to be catered to population)
- Professional development for instructors, create awareness
- Organize training
- Collect and share resources
- Program design
- Funding
- Allocating resources
- Program development
- Institutionalizing a systemic approach
- Identifying resources
- Goal setting tools
- Collaboration with other consortium members
- Build connection to San Mateo County BHRS
- Need ACCEL sharing
- Learn systems already in place (ex homeless/disaster relief)

Attachment: RSVP list

Community Based Organizations, Public Agencies:

Accelerate Change: Eli Andrews

Building Skills Partnerships: Christian Valdez, Ariana Hoyt

CASAS: Rhonda Slota

Catholic Charities of Santa Clara County: Theresa Samuel-Boko

Center for Employment Training: Teresa Sotelo

Day Worker Center of Mountain View: Patricia Markee, Carol Broderick, Rebecca Dehovitz

Immigrantinfo.org: Franci Collins

Institute for Local Government: Mahvash Hassan

International Institute of the Bay Area: Sheryl Munoz-Bergman

Jewish Family Services of Silicon Valley: Zoya Lazer

JobTrain: Ruben Avelar

PARS Equality Center: Ellie Clelland

Project Read Menlo Park: Jeanie Ramos

Puente: Rosalina Mira

Redwood City 2020: Maddy Kane

Refugee Transitions: Sonia Wong

Rosalie Rendu Center: Sister Trinitas Hernandez, Maria Lozano

Sacred Heart Community Services: Roberto Gil

Santa Clara City Library: Karen Masada

Silicon Valley Community Foundation: Navin Moul

SIREN: Sandra Cruz

Upwardly Global: Lex Duey, Liz Derr

Vision Literacy: Pat Lawson-North, Frank Hernandez
Working Partnerships USA: Louise Auerhahn

Adult Schools:

Campbell Adult and Community Education: Bob Harper, Leslie Johnson-Tatsuta, Krystyna Lett, Karen Weldon, Burr Guthrie

Jefferson Adult School: Francisca Pillazar, Kay Johnson, Francisca Wentworth, Audrey Wittig, Stephanie Tang, Andrea Jesse, James Vogt

Milpitas Adult Education: Thanh Nguyen, Patricia Gairaud, Hongyan Zhang

Mountain View – Los Altos Adult Education: Kathy Quesada

Palo Alto Adult School: Mary Bazigos, Alexandra Scott, Sharon Hampel, Elizabeth Bales-Stutes, Anthony Moss

Puente de la Costa Sur: Lizeth Hernandez

San Mateo Adult School: Patricia Brown, Lisa Dolehide, Patty Villar

Santa Clara Adult Education: Carla Macchello, Kathy Martarano

Sequoia Adult School: Lionel deMaine, Melissa Martinez, Jonathan Fu, Nooshin Vassei

Silicon Valley Adult Education: Valerie Kiadeh

Sunnyvale-Cupertino Adult School: Linda Brummer, Adrienne Moberly

Community Colleges:

Cañada College: Jennifer Castello, Caroline Ouyang, Gerardo Pacheco

College of San Mateo: Amy Sobel

De Anza College: Maria Marin, Kanako Valencia Suda

Evergreen Valley College: Julie Vo

Gavilan College: Randy Brown, Mary Ann Sanidad

Mission College: Lora Glaser, Marina Broeder

San Jose City College: Dorothy Pucay, Leslie Takei

