



LPC ESL: SCHOOL MATTERS PROGRAM

HELPING YOUR CHILD SUCCEED AT SCHOOL

INTRODUCTION

- Why @ LPC?
 - Consistent student request @ LPC: how to help my child succeed in K-12
- Why now?
 - COVID/remote learning, population changes/new families in our community (war in Ukraine, US withdrawal in Afghanistan), inflation, etc.
- Process:
 - Program Research: Needs Analysis
 - Learn Locally – Needs Analysis and Outreach Meetings
 - Surveys –
 - Teachers
 - English Learner Parents
- Data Analysis

PROGRAM RESEARCH:

- Questions: What exists? Where are the gaps? Is there a need? Who can benefit in our community? Recommendations for programs to connect with?
- Meetings and research conducted with...
 - Education and Literacy Services, Alameda County Libraries
 - CAPE Headstart, Livermore
 - Fiesta Gardens International School, San Mateo
 - Gingerbread Preschool, Pleasanton
 - Tri-Valley SELPA
 - Special Education Specialists
 - Ohlone College
 - Laney College
 - Hively, Pleasanton
 - School Smarts, California State PTA Parent Engagement Program
 - First Five, Alameda County
- More programs were contacted multiple times, but without response.
- Enthusiasm/support expressed at 100% of the meetings.

LEARN LOCALLY: OUTREACH MEETINGS

- Questions: What exists? Where are the gaps? Is there a need? Who can benefit in our community? Recommendations for programs to connect with?
- Meetings conducted with...
 - Director of Elementary Education, LVJUSD
 - English Language Development and Title 1 Coordinator, LVJUSD
 - Principal, Livermore Valley Adult School, LVJUSD
 - Livermore Learns, LVJUSD
 - Principals, LVJUSD Elementary Schools
 - EL Programs at LHS and Granada, LVJUSD
 - PUSD Mariachi Program
 - Region 4 EL Specialist, Contra Costa Country Office of Education
 - Dublin Library
 - Livermore Library, Rincon Branch
 - Literacy Program, Livermore Library, Civic Center Branch
 - Adult Literacy & Reference Services, Pleasanton Library
- More programs were contacted multiple times, but without response.
- Enthusiasm/support expressed at 85% of the meetings; 2 groups expressed concerns of duplicating efforts

SURVEYS

- Importance of removing guesswork, seeking input directly from the community
- Surveys designed with input/validation assessment from LPC Institutional Research
- Teacher surveys:
 - Google forms shared via an electronic link
 - Distributed by LVJUSD Principals
 - Data received from 43 respondents (7 elementary schools and LHS)
- EL Parent Surveys
 - Google forms shared via an electronic link and as paper copies
 - Distributed by LPC instructors, and Livermore, Dublin and Pleasanton Libraries
 - Data received from 189 respondents

SURVEY DATA ANALYSIS

- Part I: Teacher Responses
- Part II: English Learner Responses
- Part III: Side by Side Analysis of Desired Course Content – English Learner and Teacher Responses

DATA ANALYSIS

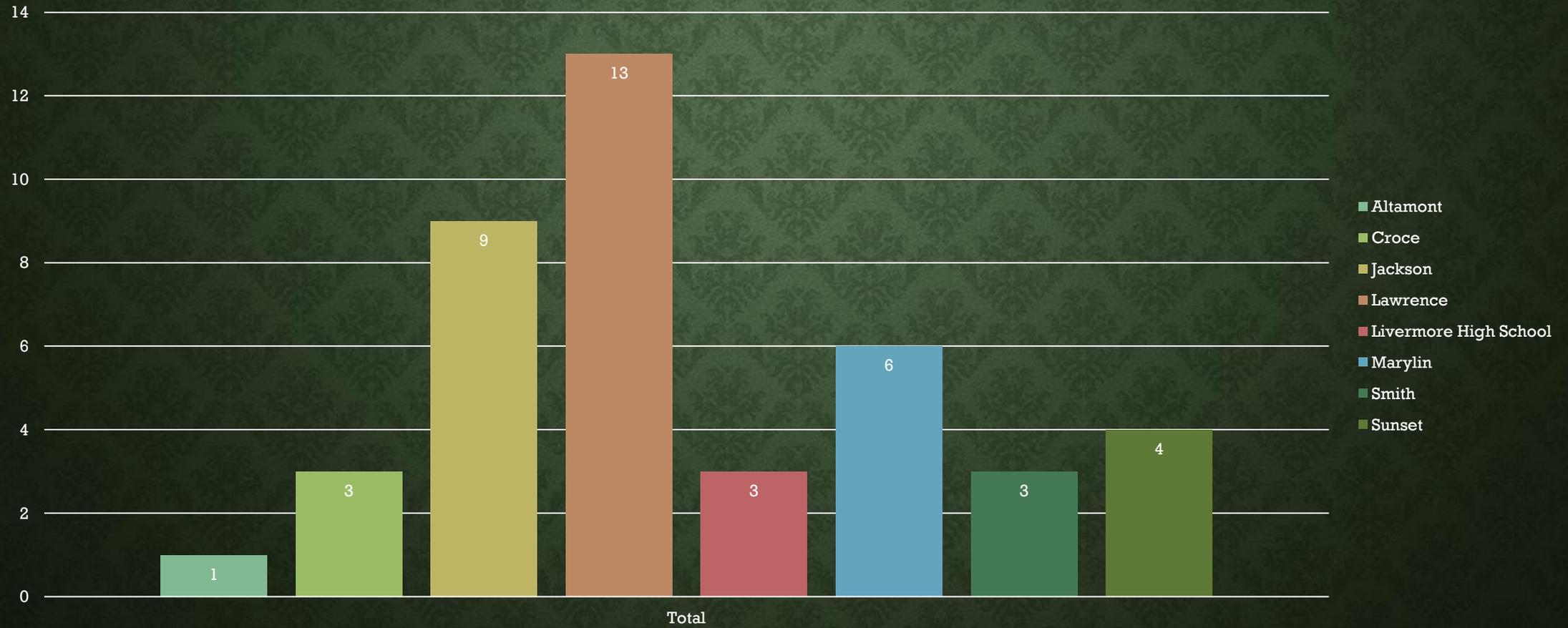
- Special thanks to LPC Institutional Research, especially David Rodriguez
- 189 EL respondents: LPC ESL students, Tri-valley Library EL groups
- 43 LVJUSD teacher responses
- Data was gathered and analyzed as accurately as possible, however:
 - Not everyone responded to every question, so there are small variations in the # of responses
 - Approximately 28% of the English Learners who responded do not have school age children in the K-12 districts
 - These respondents provided important data on preferred time and modality of classes
 - 90% of the time these respondents left questions about parent/school engagement blank, but this does skew the data slightly for some questions
 - This data confirms that the majority of ESL students at LPC are parents
- Data will be presented in three parts, with the final part comparing teacher to English Learner responses on desired course content

DATA ANALYSIS PART I

Teacher Survey Responses

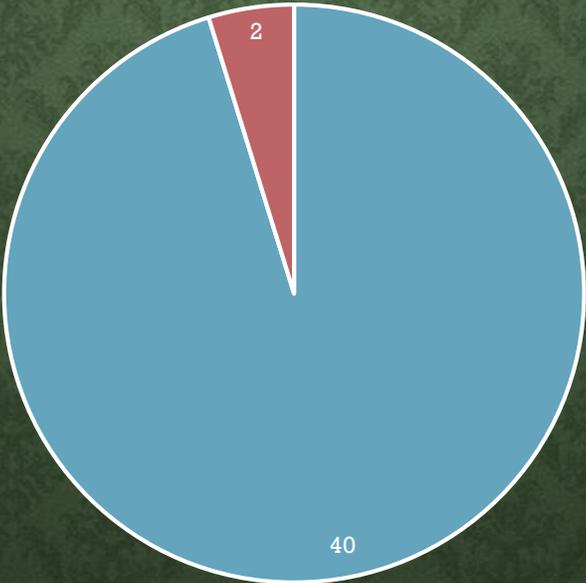
Note: Respondents who left questions blank/unanswered have been removed from graphs, so you will notice small variations in the number of respondents.

WHERE DO YOU TEACH



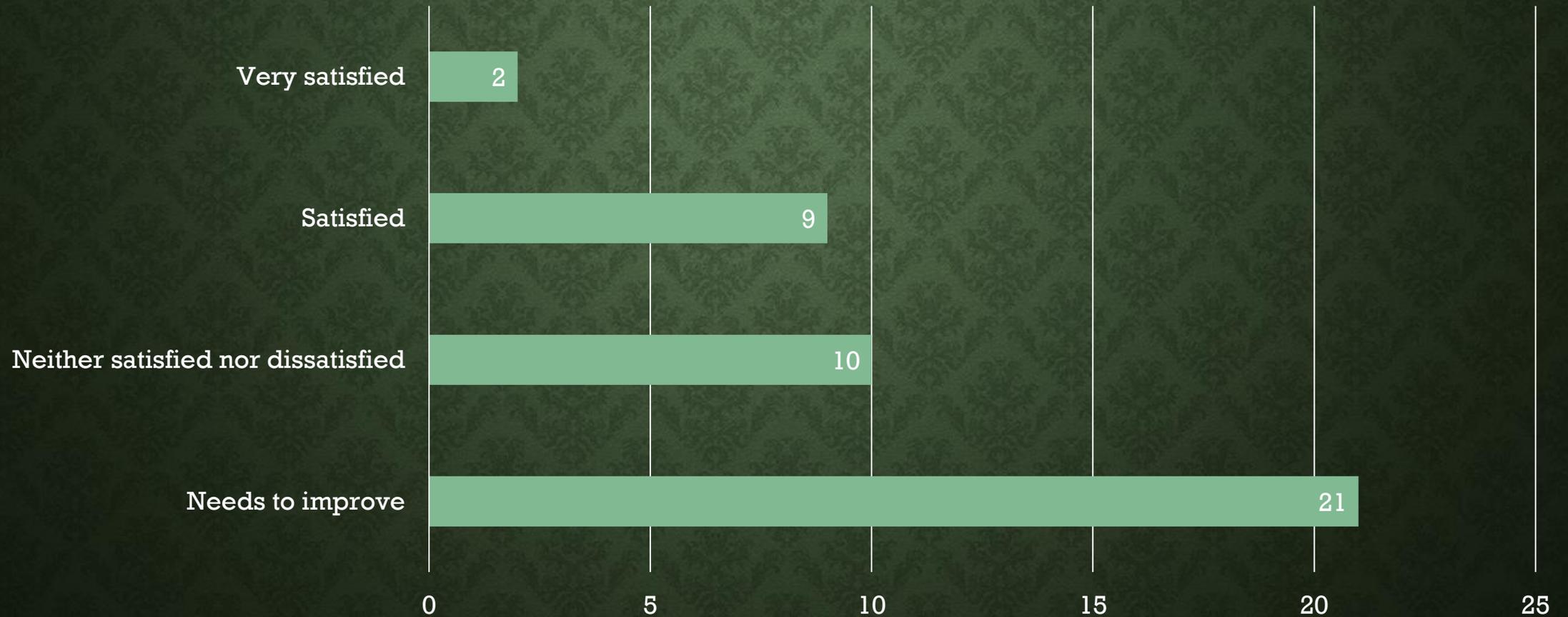
42 RESPONDENTS; 95% OF TEACHERS RESPONDED YES

Do you have children in your classes who are from English Learner families?



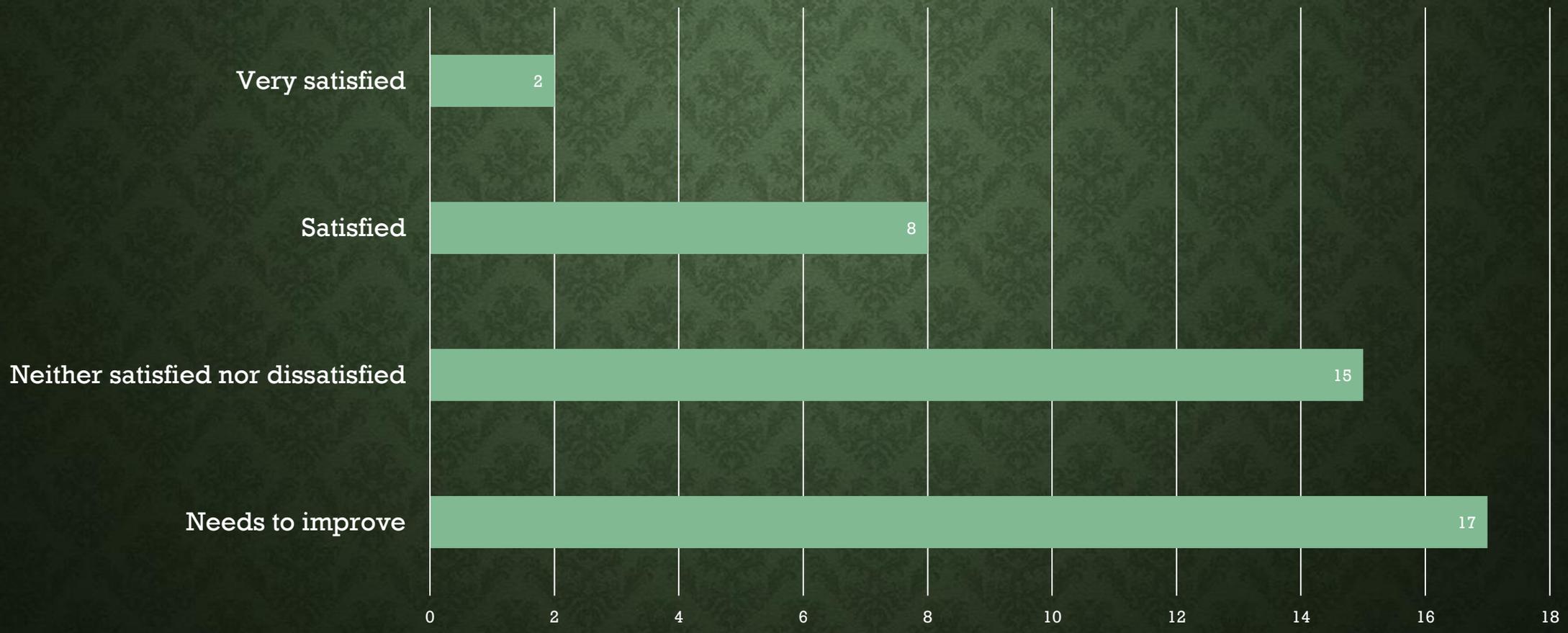
Yes No

ARE YOU SATISFIED WITH THE FREQUENCY OF COMMUNICATION WITH PARENTS FROM YOUR ENGLISH LEARNER FAMILIES?



- Note: Approximately half of teacher respondents believe frequency needs to improve.

ARE YOU SATISFIED WITH THE EFFECTIVENESS OF COMMUNICATION WITH PARENTS FROM YOUR ENGLISH LEARNER FAMILIES?



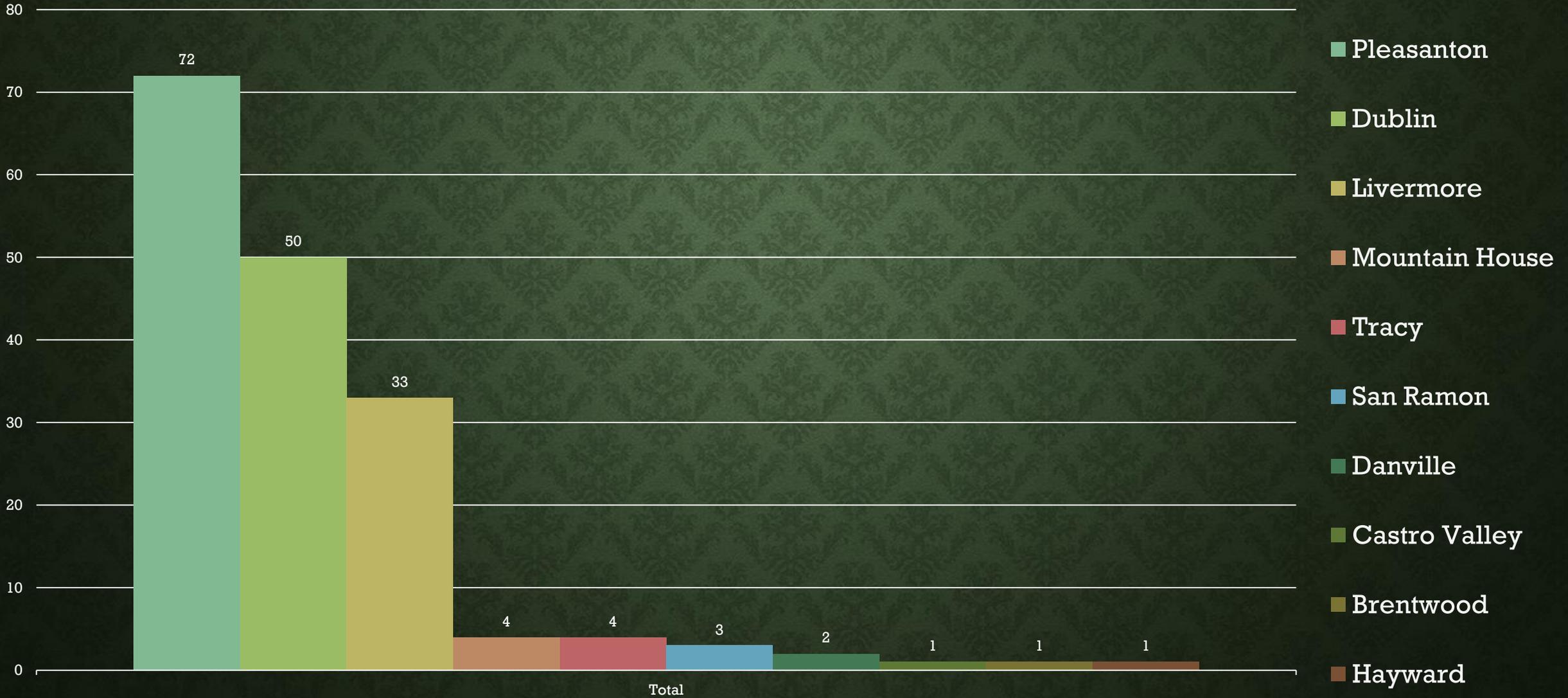
Note: Approximately 45% of teacher respondents believe effectiveness needs to improve

DATA ANALYSIS PART II

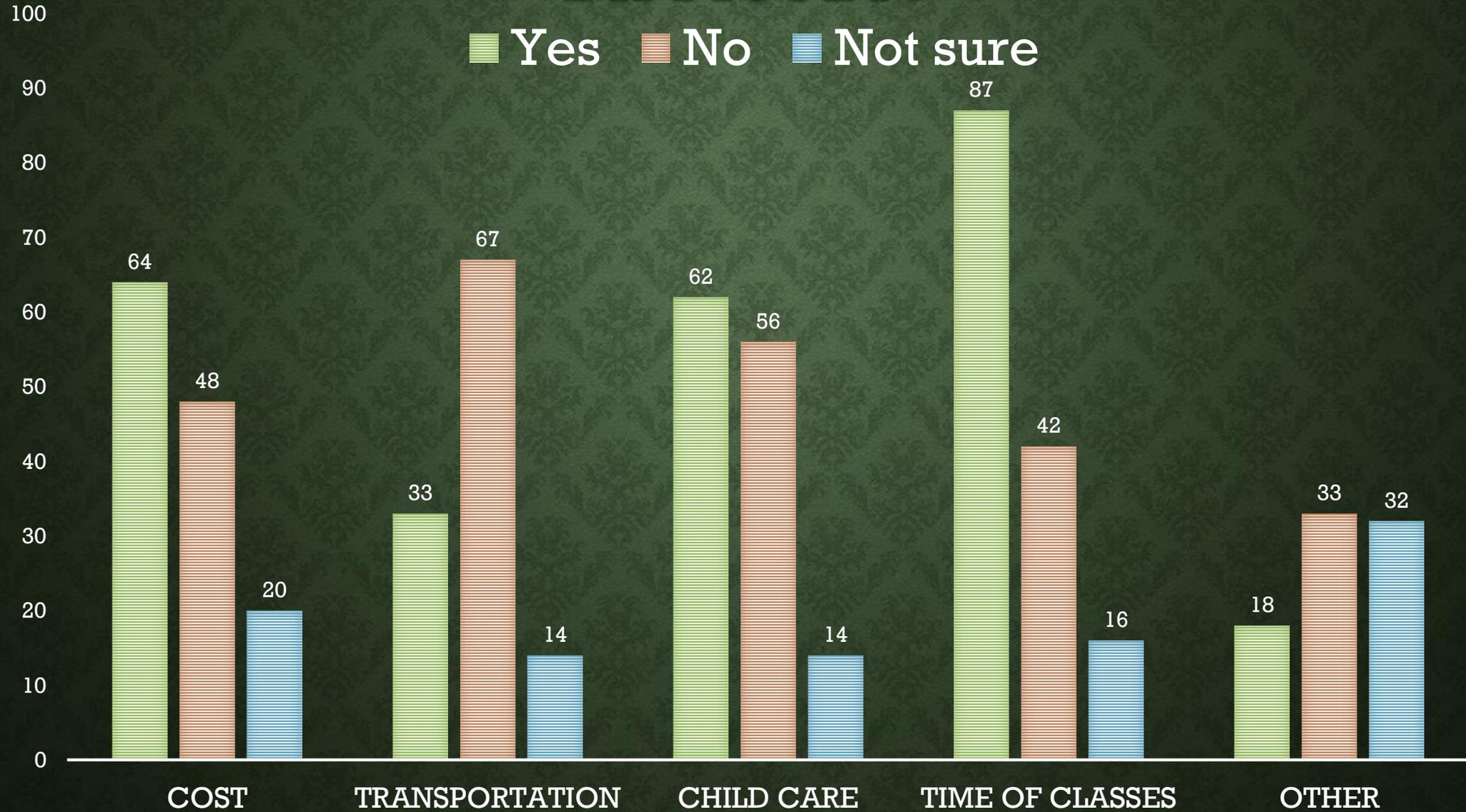
English Learner Survey Responses

Note: Respondents who left questions blank/unanswered have been removed from graphs, so you will notice some variations in the number of respondents.

WHERE DO YOU LIVE? 171 RESPONSES, 18 UNKNOWNNS

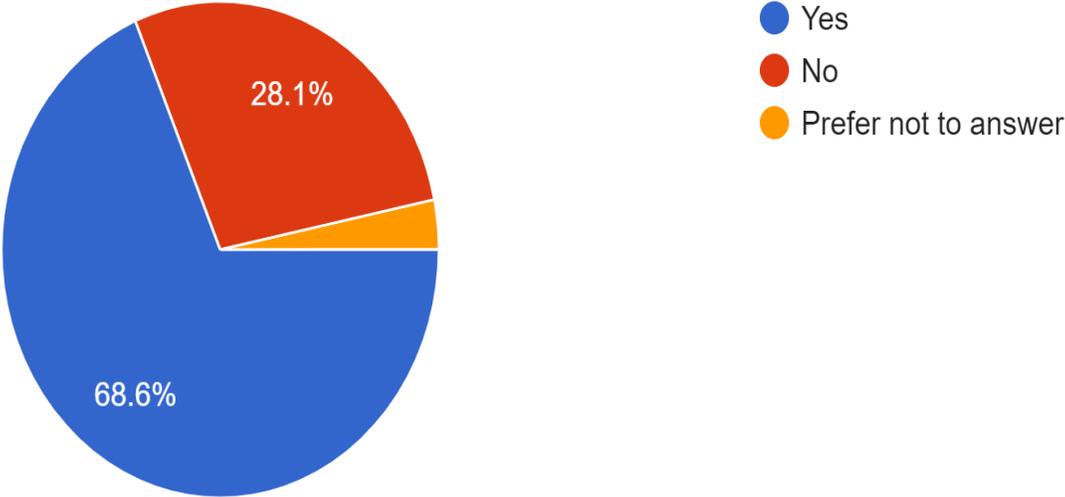


WHAT MAKES TAKING ENGLISH CLASSES DIFFICULT?



DO YOU HAVE SCHOOL AGE CHILDREN?

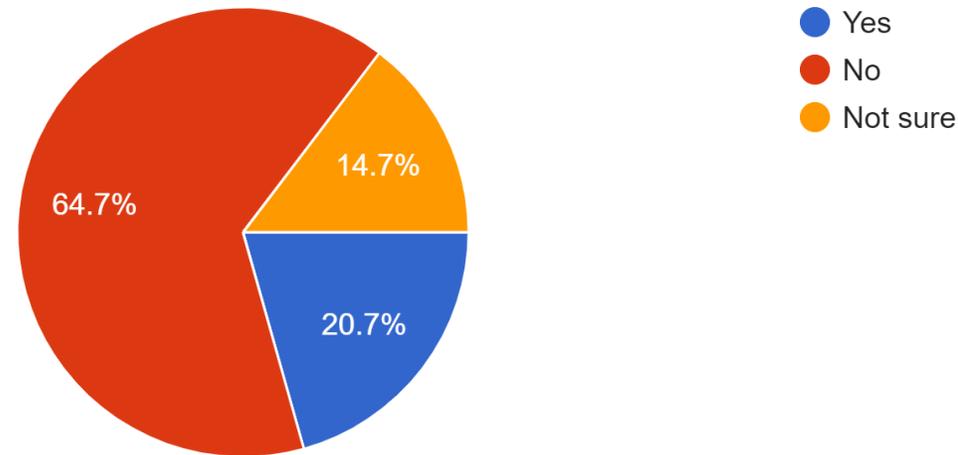
Do you have school age children?
185 responses



DO YOU NEED CHILDCARE TO TAKE CLASSES?

Do you need child care to take classes?

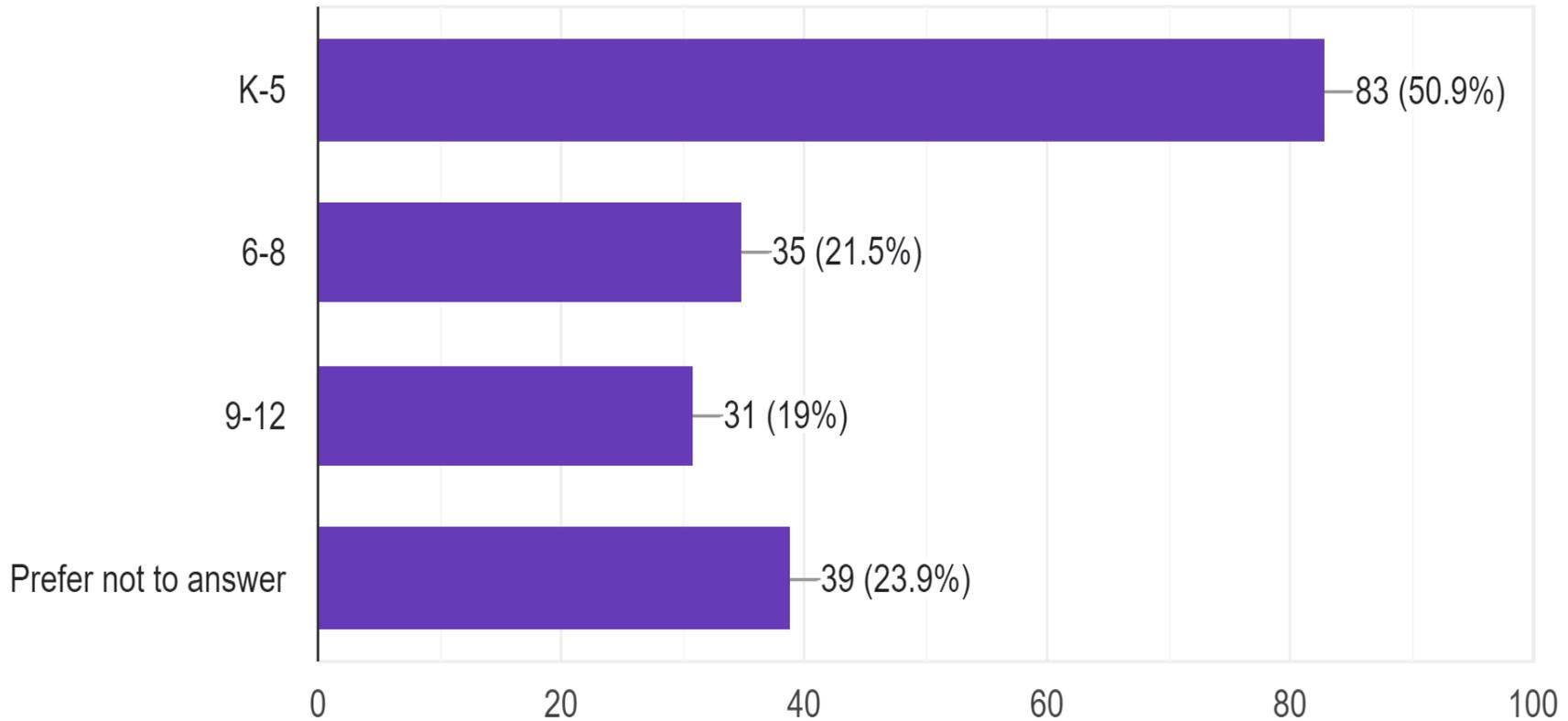
184 responses



- Note: While the majority of respondents have school age children, the majority also responded that they don't need childcare to take classes. One hypothesis is that is why morning classes were preferred by the majority of students.

What grades are your children in?

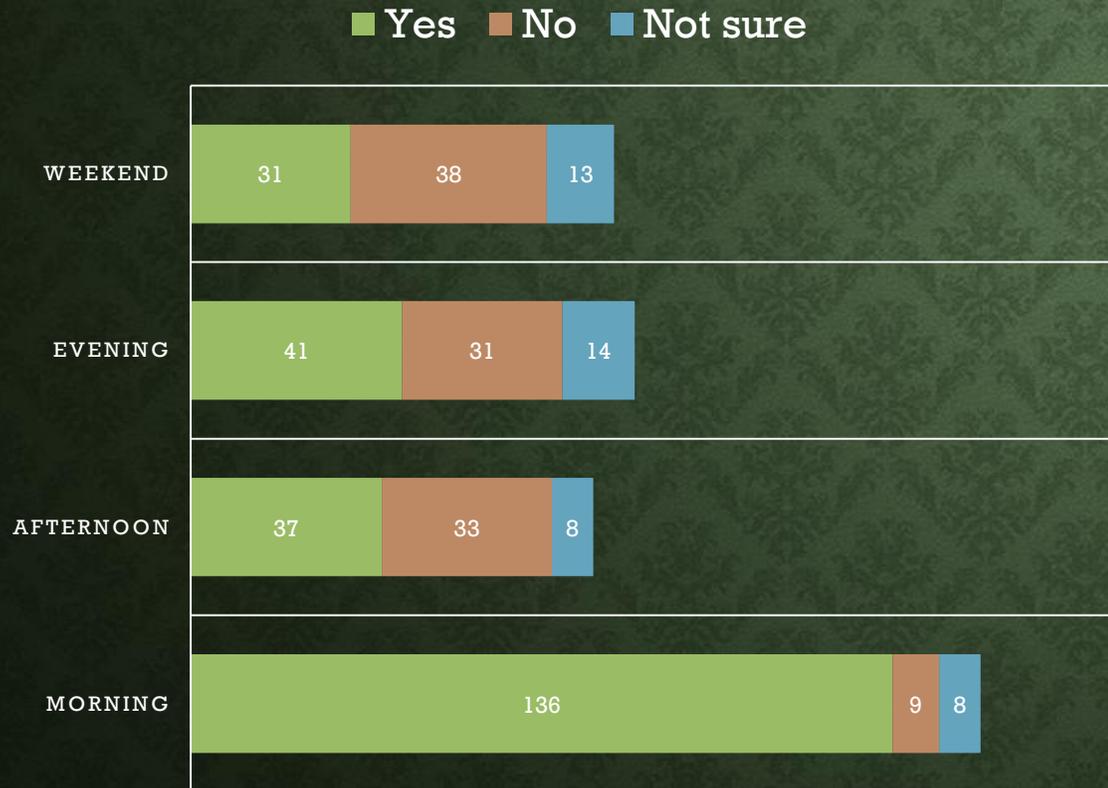
163 responses



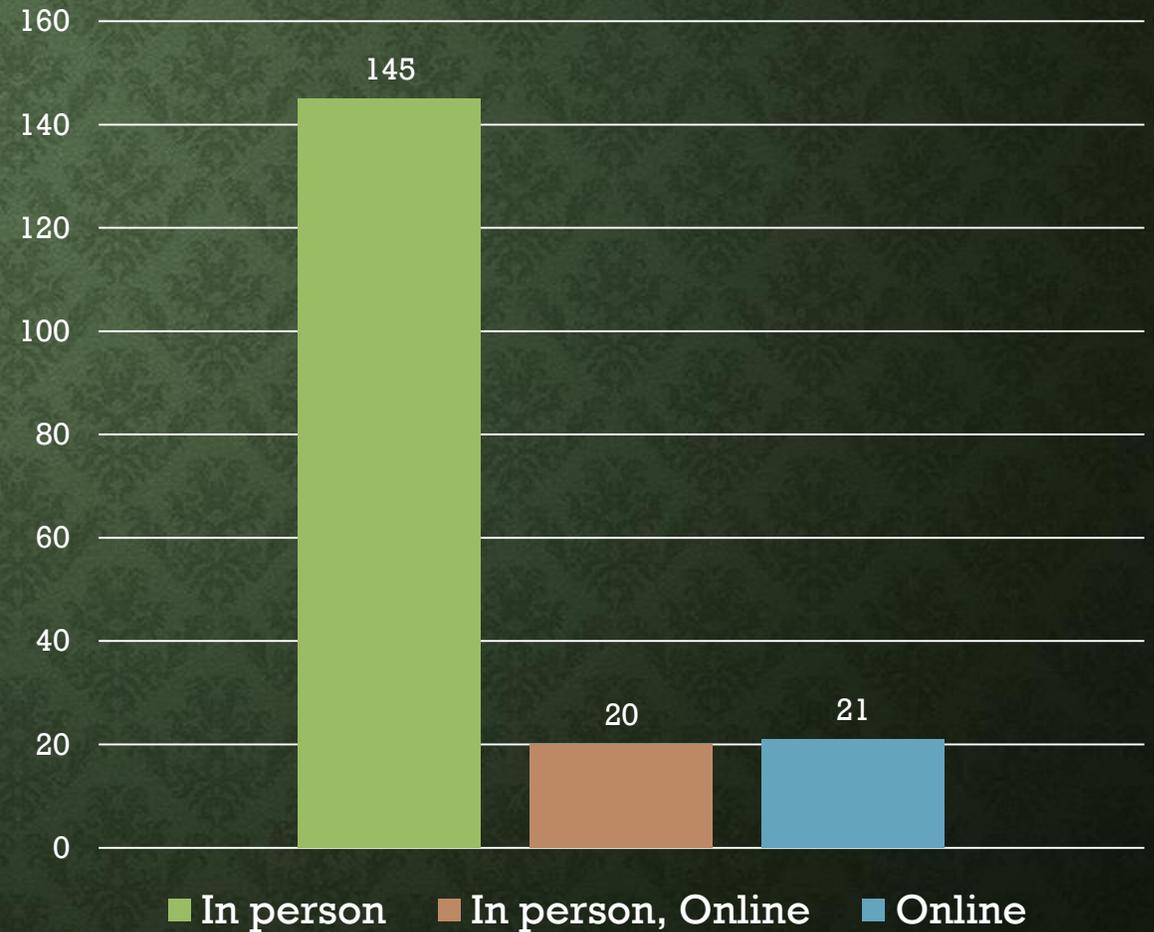
- **Note: 1) All respondents without school age children left the question blank, or selected 'prefer not to answer.', 2) Respondents were able to select one or more grade level**

WHEN AND HOW?

WHEN DO YOU PREFER TO TAKE CLASSES?

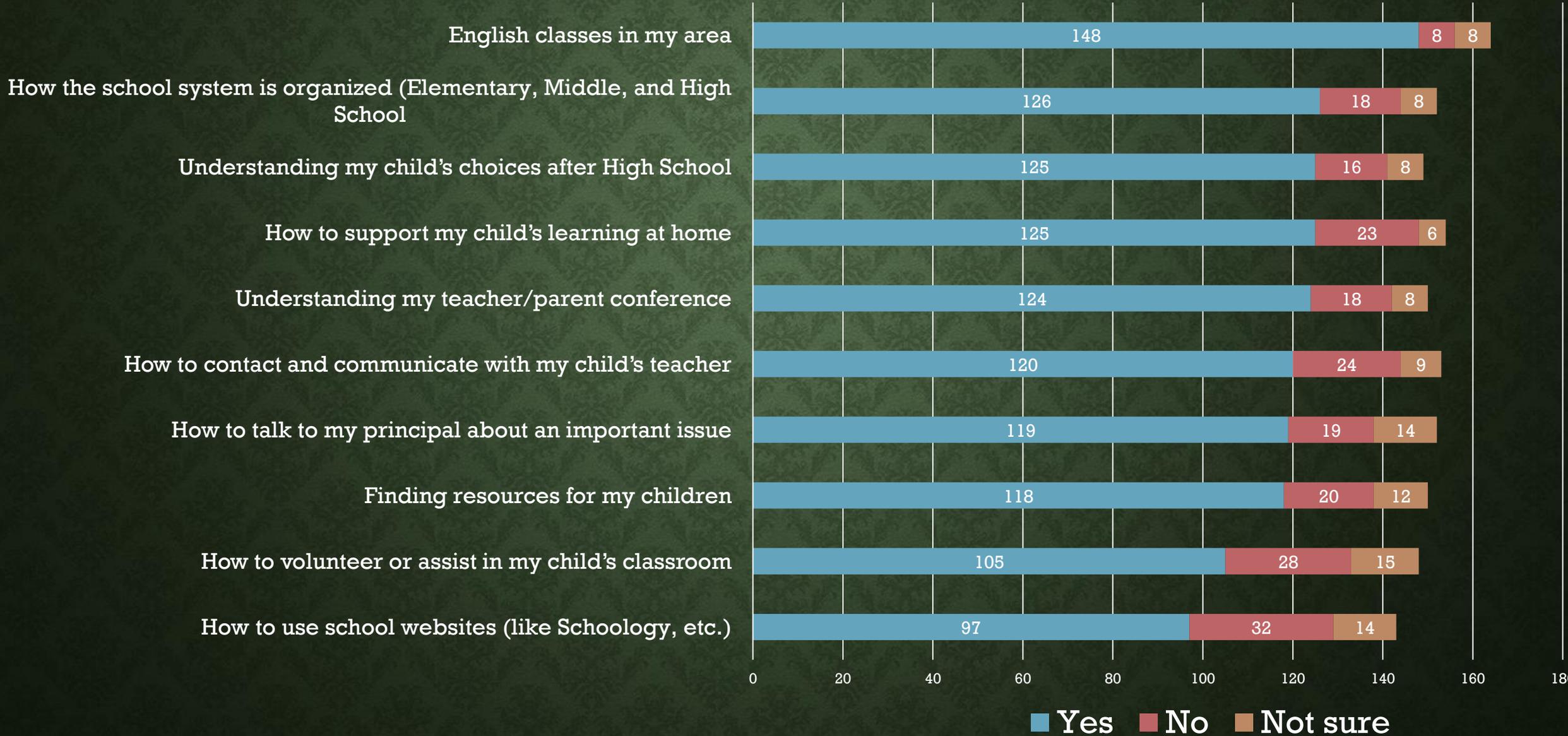


How do you prefer to take classes?



• Note: Respondents could select ALL that apply

Are you interested in these classes?

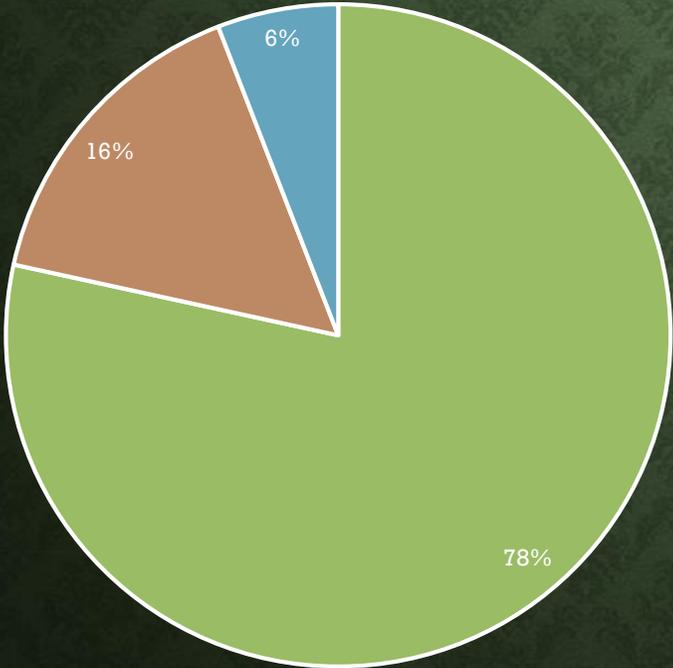


COMPARATIVE DATA ANALYSIS

- The following slides compare course content interest from teacher and EL responses.
- Teachers were asked: “Which topic do you think would benefit English Learner parents and thus the English Learner children in your classes?”
- EL respondents were asked: “Are you interested in taking these classes?”
- Graphs on the same slides represent responses to the same questions
- Graphs on the left represent EL respondents
- Graphs on the right represent teacher respondents

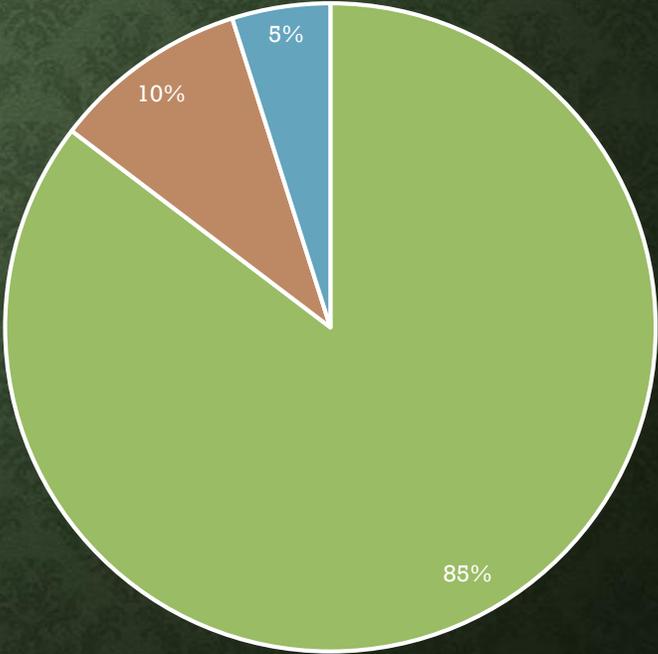
HOW TO CONTACT AND COMMUNICATE WITH MY CHILD'S TEACHER

English Learner Responses



Yes No Not sure

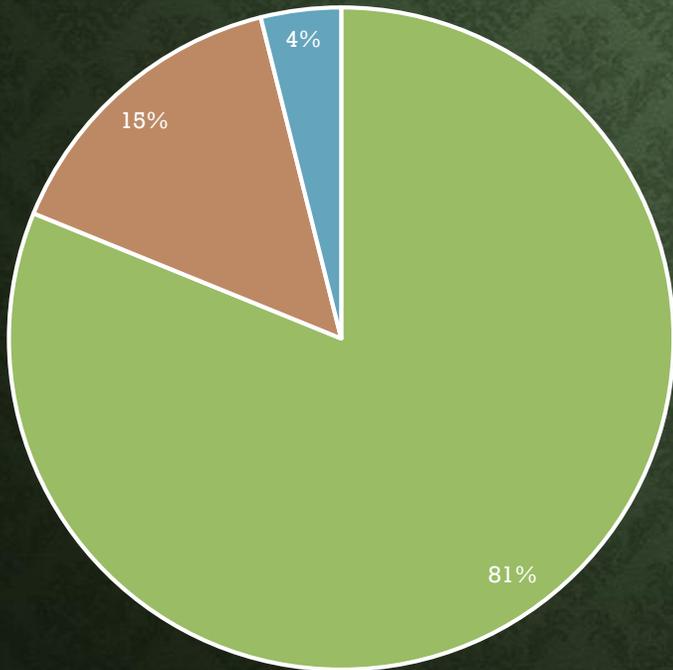
Teacher Responses



Yes No Not sure

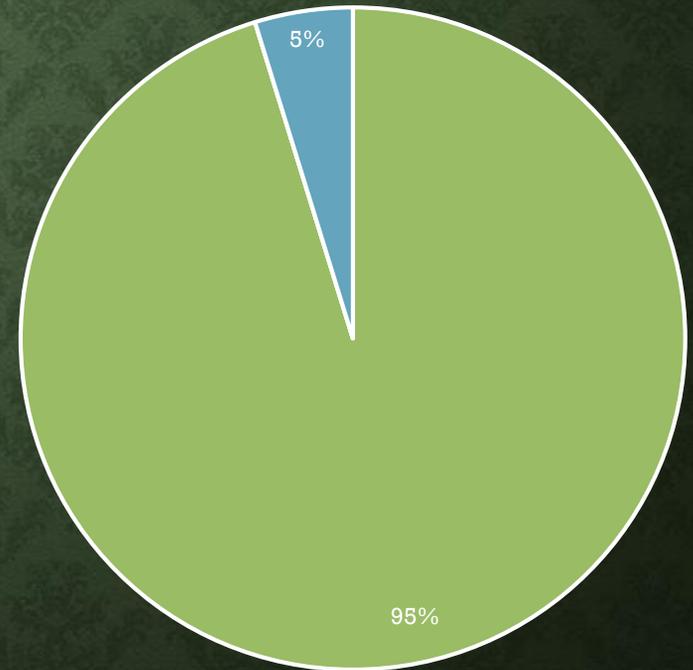
HOW TO SUPPORT MY CHILD'S LEARNING AT HOME

English Learner Responses



Yes No Not sure

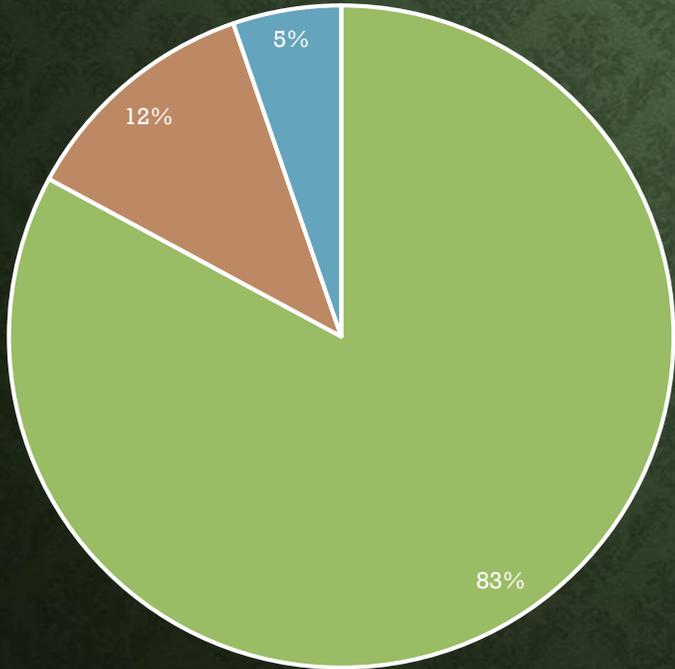
Teacher Responses



Yes No Not sure

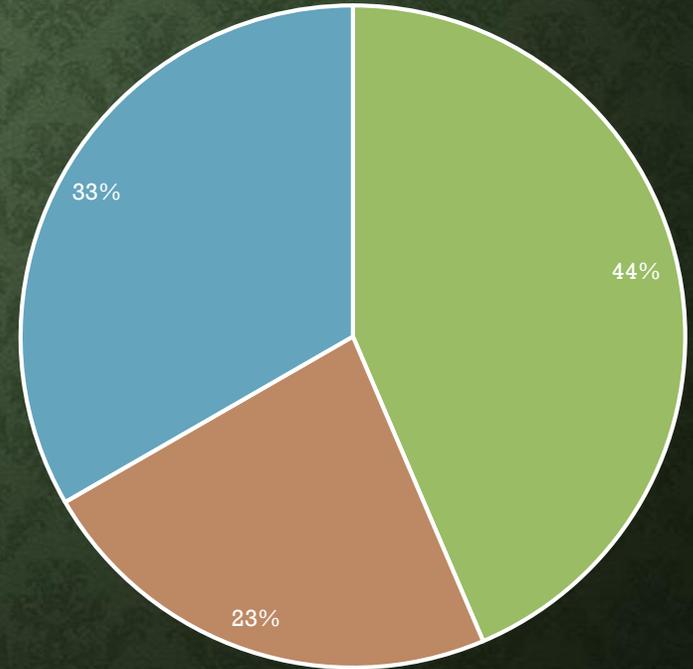
HOW THE SCHOOL SYSTEM WORKS (ELEMENTARY, MIDDLE, HIGH SCHOOL)

English Learner Responses



Yes No Not sure

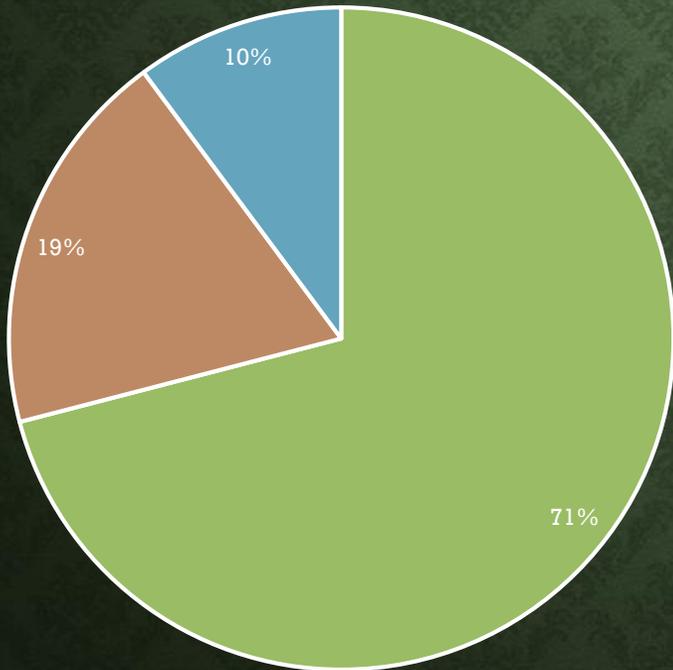
Teacher Responses



Yes No Not sure

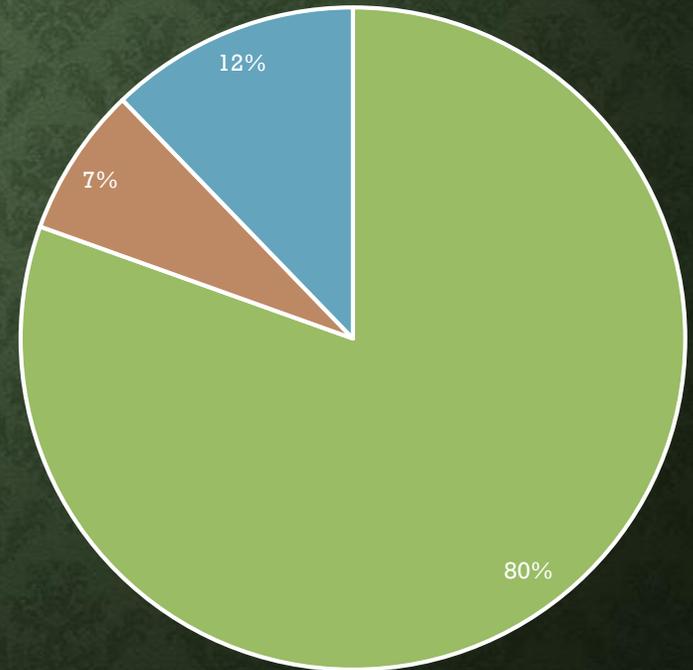
HOW TO VOLUNTEER OR ASSIST IN MY CHILD'S CLASSROOM

English Learner Responses



■ Yes ■ No ■ Not sure

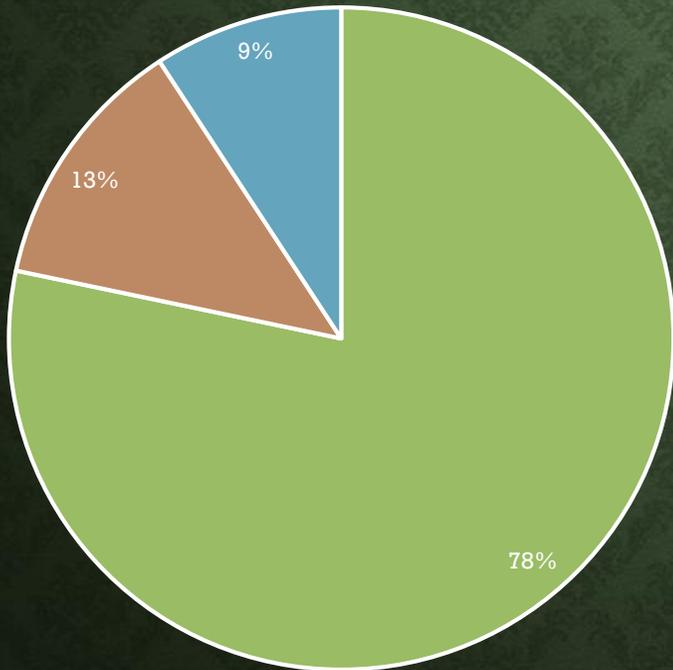
Teacher Responses



■ Yes ■ No ■ Not sure

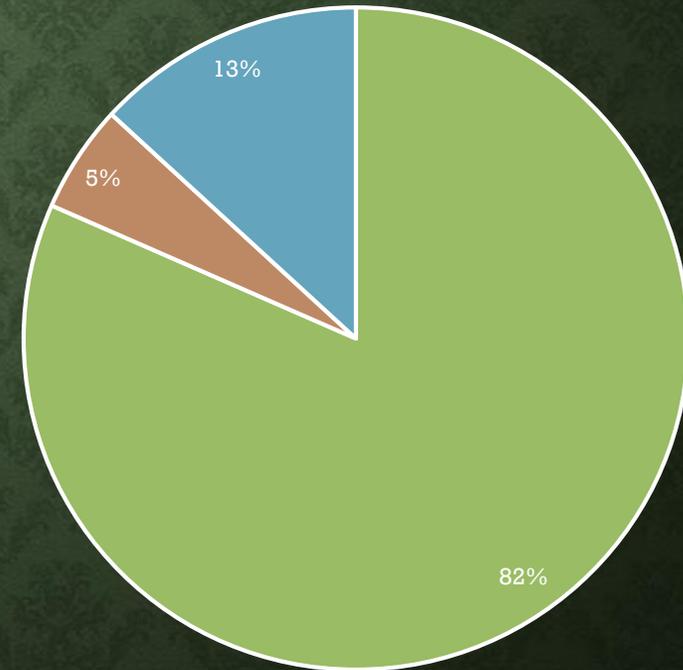
HOW TO TALK TO MY CHILD'S PRINCIPAL ABOUT AN IMPORTANT ISSUE

English Learner Responses



Yes No Not sure

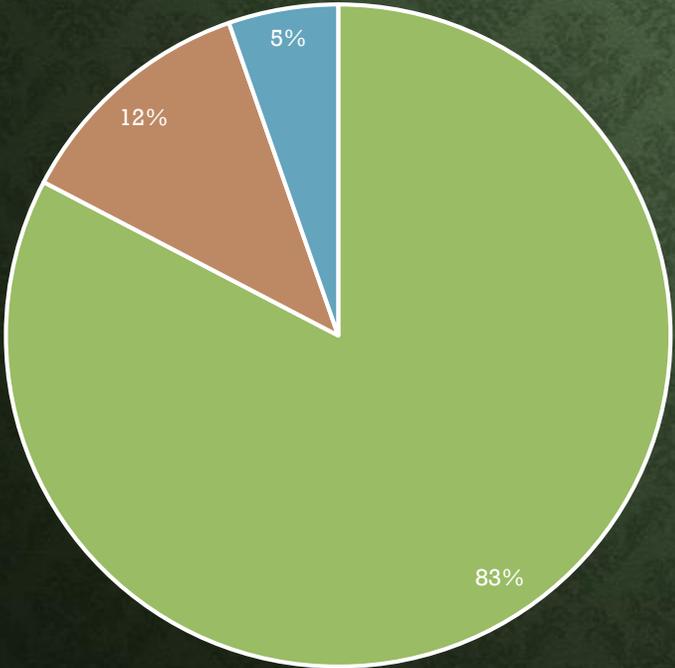
Teacher Responses



Yes No Not sure

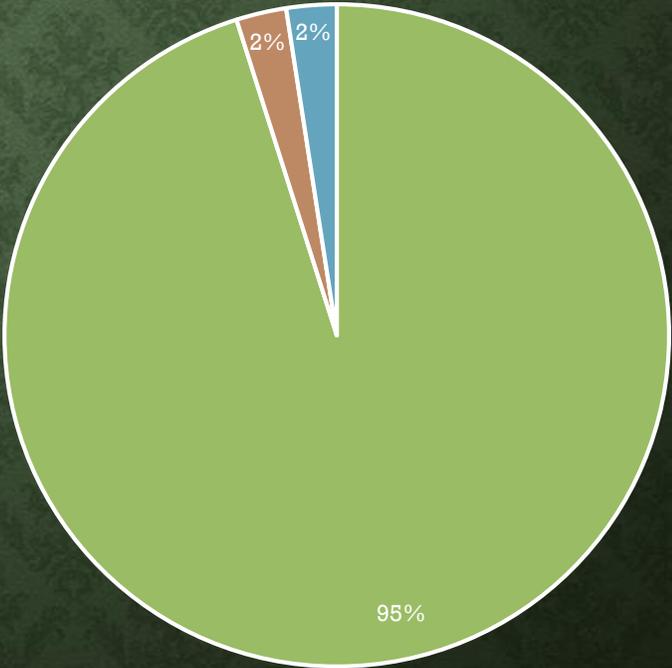
UNDERSTANDING MY PARENT/TEACHER CONFERENCE

English Learner Responses



Yes No Not sure

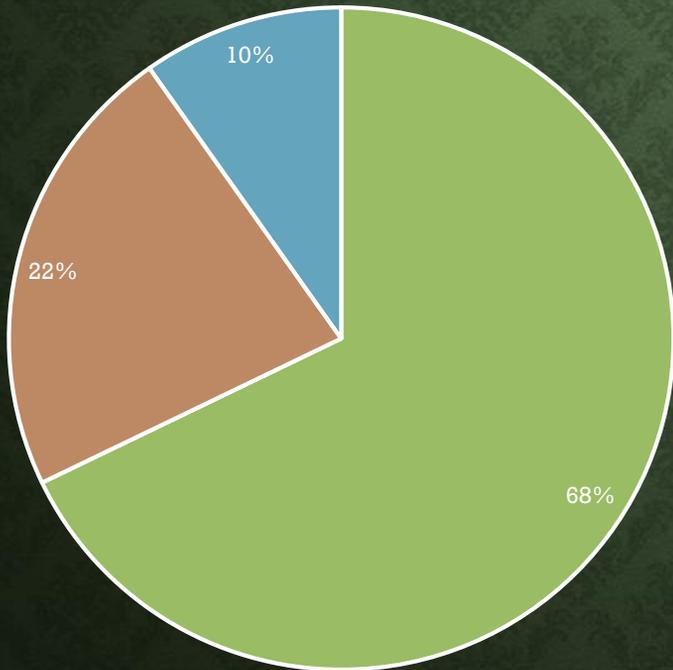
Teacher Responses



Yes No Not sure

HOW TO USE SCHOOL WEBSITES (LIKE SCHOOLLOGY, ETC.)

English Learner Responses



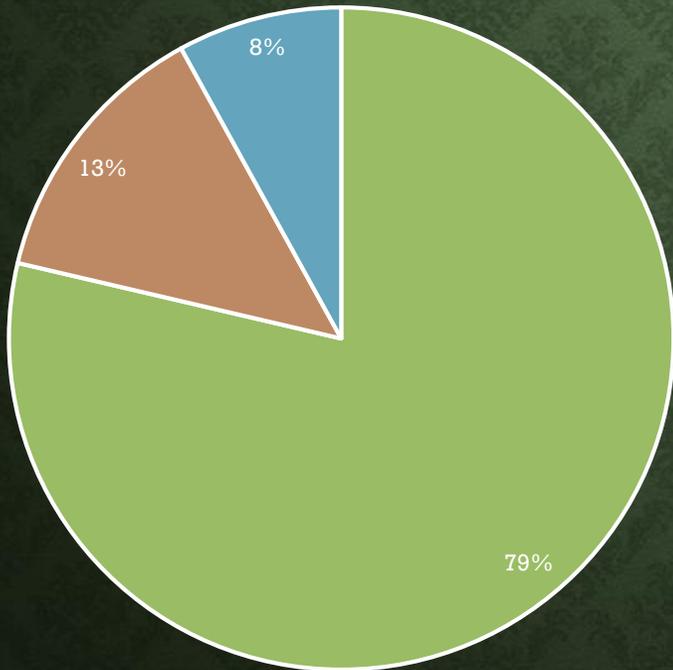
■ Yes ■ No ■ Not sure

Teacher Responses

- THIS OPTION WAS NOT INCLUDED ON THE TEACHER SURVEY
- THIS WAS A TEACHER SUGGESTION UNDER "OTHER"
- AS A RESULT, IT WAS INCLUDED ON THE EL PARENT SURVEY

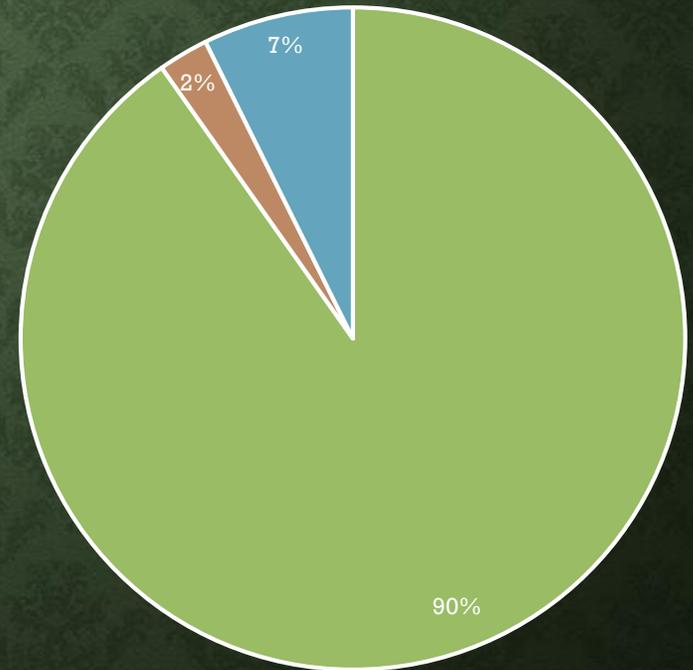
FINDING RESOURCES FOR MY CHILDREN

English Learner Responses



Yes No Not sure

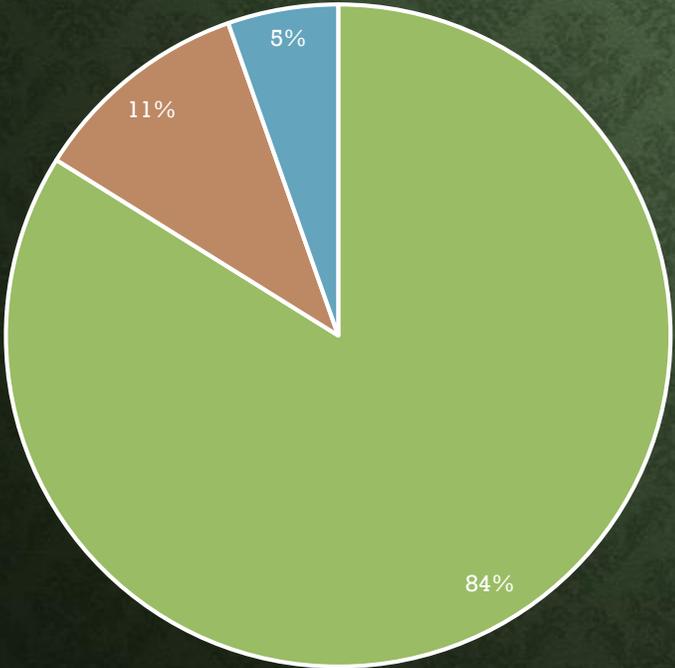
Teacher Responses



Yes No Not sure

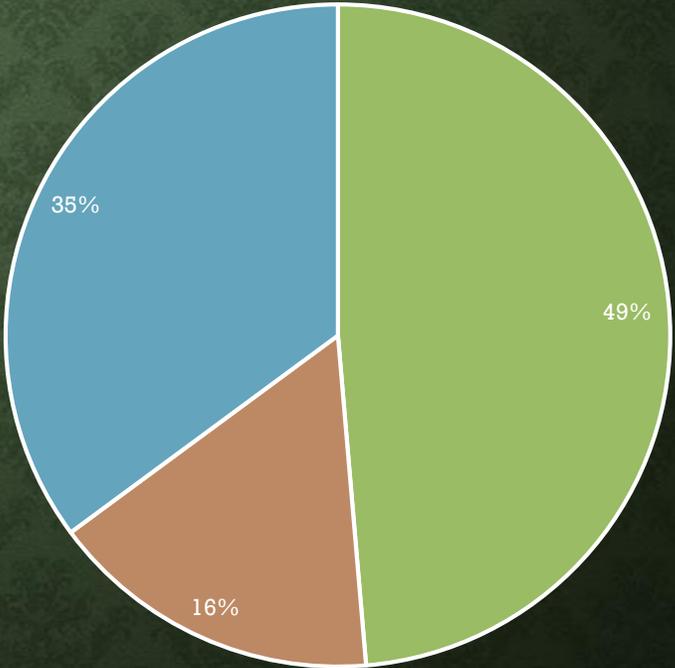
UNDERSTANDING MY CHILD'S CHOICES AFTER HIGH SCHOOL

English Learner Responses



Yes No Not sure

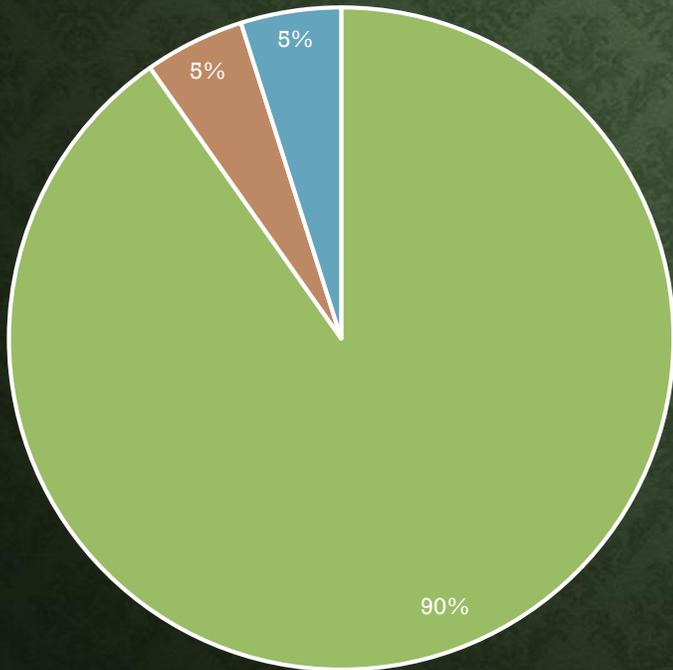
Teacher Responses



Yes No Not sure

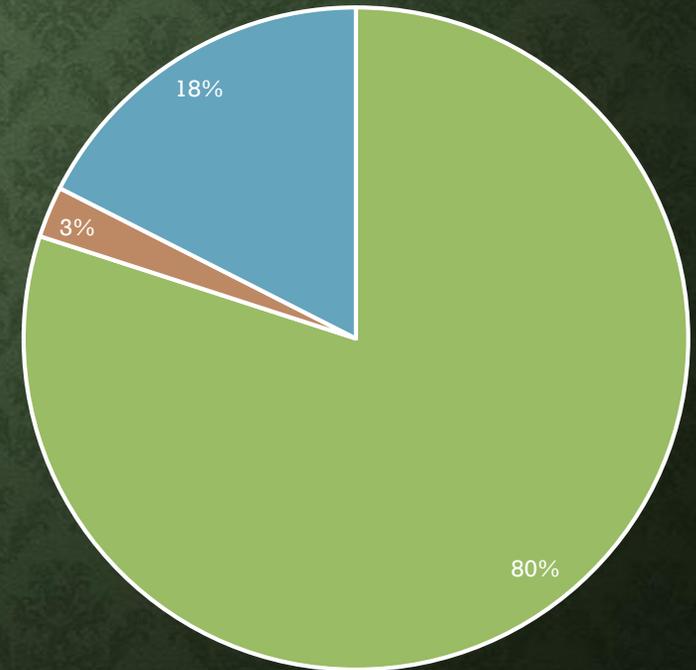
FINDING ENGLISH CLASSES IN MY AREA

English Learner Responses



Yes No Not sure

Teacher Responses



Yes No Not sure

CONCLUSIONS

- The majority of local teachers surveyed have English Learners in their classrooms.
- The majority of local teachers surveyed indicated there is a need for parent support courses specifically developed to benefit English Learner parents.
- The majority of English Learners surveyed have children in the K-12 school system.
- The majority of English Learners surveyed expressed interest in taking courses specifically developed to support their child's learning.

REFLECTIONS

- Great work for English Learner families is already being done!
- There are many programs and people in the Tri-Valley area and beyond that work tirelessly to support English Learner families in diverse ways: local schools districts and teachers, Adult Schools, Libraries, Community Colleges, County Support Programs and Non-profits.
- Among those entities, sometimes we have unique EL populations and sometimes those EL populations overlap. Continuing to share information and collaborate will ensure that we continue to spread our resources as wide as possible and support as many of our community members as possible. I'm dedicated to continuing that collaboration.
- I'm grateful for the time so many of you have already given to meeting with me to share your expertise and discuss the needs of our community members, and I look forward to continuing to work with you in the days, weeks and (hopefully!) years to come. Let's keep at it!

NEXT STEPS

- Las Positas College ESL *School Matters Program* Development – Spring 2023
 - Curriculum development and approval process begins
 - Program development and approval process begins
 - Community collaboration and outreach continues
- Las Positas College ESL *School Matters Program* Pilot – Fall 2023
 - Community collaboration and outreach continues
 - First pilot of the program, including pre and post surveys
 - Any necessary program revisions begin
- Las Positas College ESL *School Matters Program* Formalized – Spring 2024
 - Community collaboration and outreach continues

THANK YOU

Questions? Please contact Julia McGurk:
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