



Collaborating with Your Libraries to Enhance Adult Learner Success



Presenters:

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Continuing Education

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Diego Adult Literacy Program



Partnership Model

- History of Partnership – Launched September 1988
 - Partnership Members
 - University of San Diego
 - San Diego Community College District
 - San Diego Unified School District
 - San Diego Public Library-READ/San Diego
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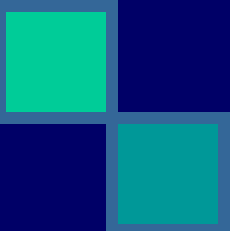



University of San Diego

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- Volunteers
 - Training supplies
 - Project Coordination
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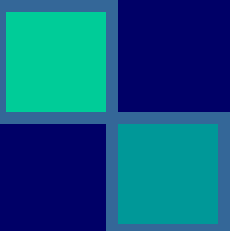



Adult School Partner

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- Certified teacher
 - Curriculum-variation of Slingerland and Orton-Gillingham methods
 - Books and supplies
 - Management model
 - Assessment of learners referred through the adult school
 - Trained family literacy tutors and provided FFL curriculum
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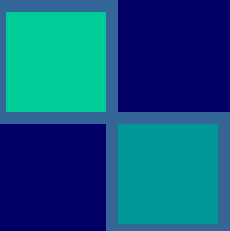



Elementary School Partner

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- Classroom space
 - On site custodian
 - Neighborhood source of learners-parents of school children
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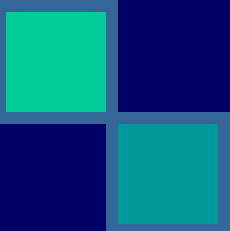



Library Literacy Program Partner

- 
- Trained volunteer tutors
 - Assessment of learners referred through the library
 - Books and materials for learners
 - Recordkeeping
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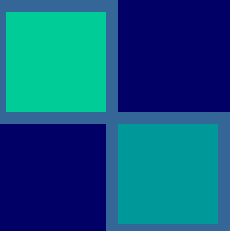



Carson Program Components

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- Classroom instruction-structured curriculum-variation of Slingerland and Orton-Gillingham methods
 - Winston Grammar Group
 - Auditory Discrimination Group-Lindamood Bell LiPs program
 - ESL small group
 - Family Literacy programming
 - Computer Lab
 - 1:1 tutoring
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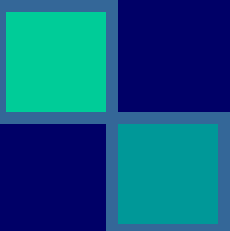



Local News Video Segment

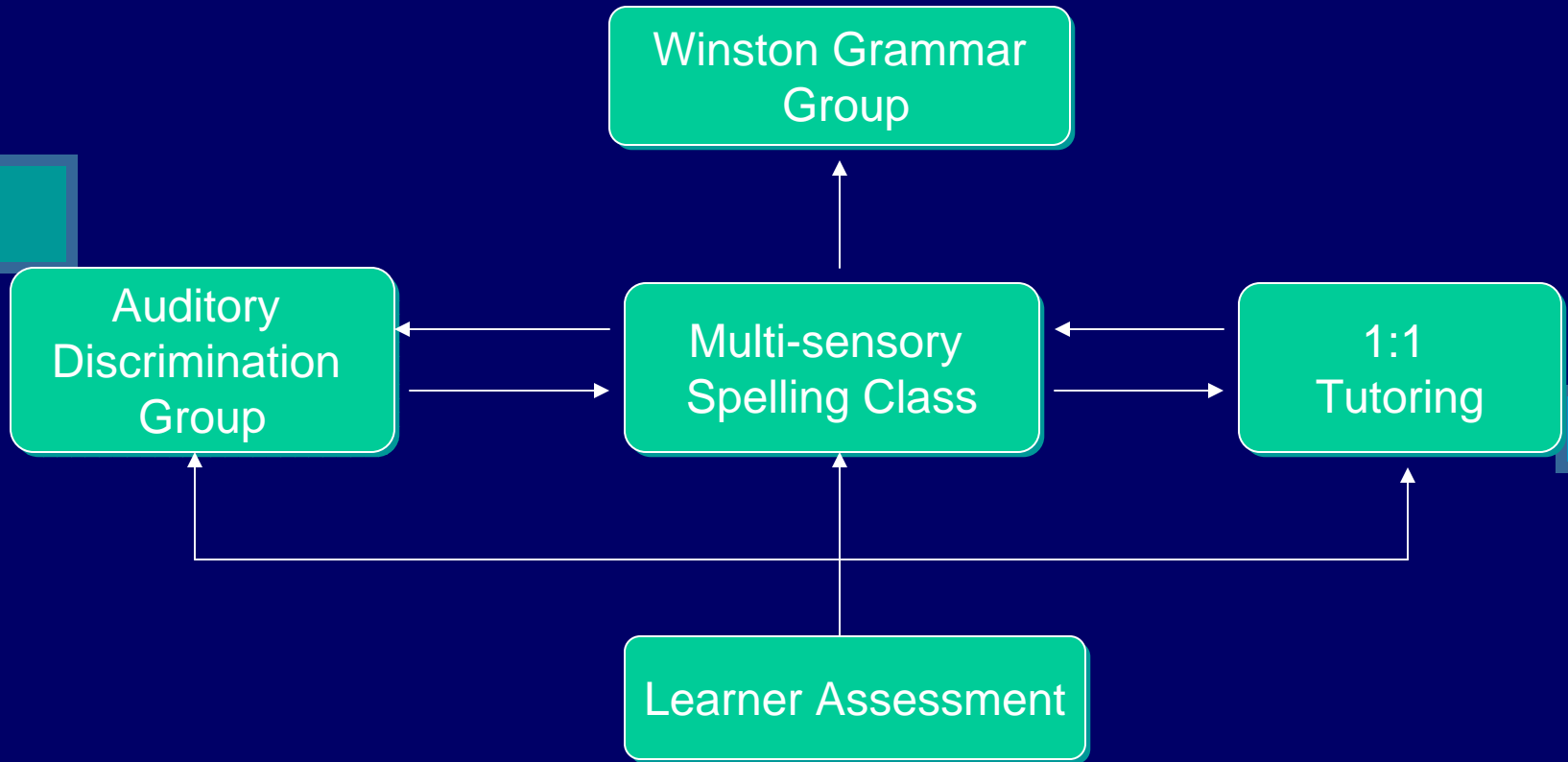
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- Channel 8 KFMB TV-CBS affiliate – feature segment on the Carson Learning Center
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How the program worked

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- Program Recruitment
 - Pre-service Tutor Training and on-site classroom tutor training in WORDS curriculum and multi-sensory instruction
 - Learner intake and placement Process
 - Center Management Forms
 - Student Sign In Sheet
 - Tutor Sign in Sheet
 - Learner Intake Form
 - Community College Registration Forms
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Carson Learner Intake and Placement Flow Chart

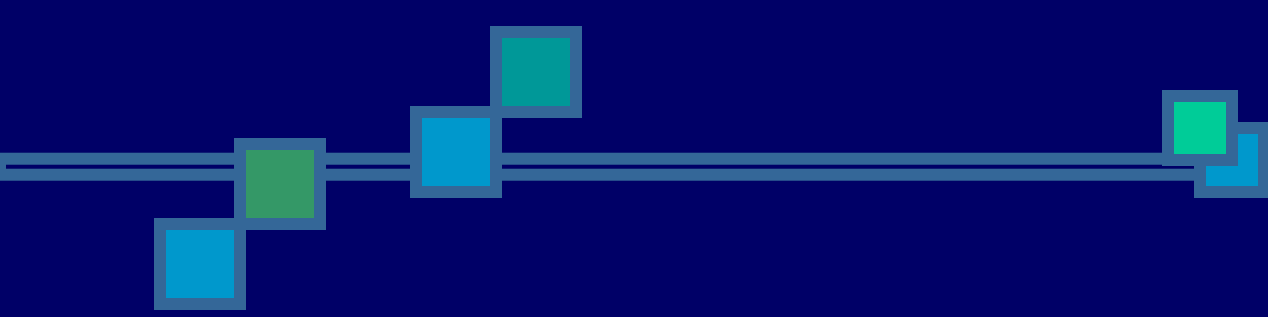




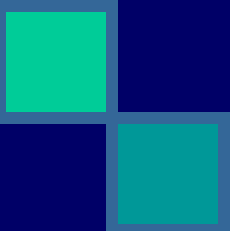

Challenges



- Change in school Principals over the years resulted inconsistent administrative support
 - Changes at the Elementary school impacted space available. Available space impinged on the model
 - Communication-Custodian not aware of class schedule or rooms needed
 - Host site needs to be involved at multiple levels (principal, vice principal, school secretary, front office staff, etc.,)
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Challenges - Continued

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- Inconsistent attendance of tutor/learners. Having to match on the spot
 - Maintaining administrative support and ongoing communication
 - Satisfying the reporting requirements of both institutions
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Opportunities

- Each partner contributed something unique
 - Combined recruitment effort
 - Union-Tribune feature article
 - SDCC class schedule
 - Flyers distributed throughout libraries
 - Community service volunteers recruited through USD
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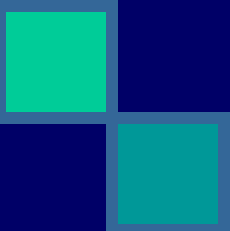



Opportunities - Continued

- On-going training and support
 - USD college students participated in a successful community collaboration
 - Shared resources
 - Teachers
 - Volunteers
 - Books and supplies
 - Unique programming – structured multi-sensory teaching environment
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Parting Thoughts

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- The “Carson” model is replicable, sustainable and it works
 - The style of the teacher impacts the success of the model—a structured, consistent learning experience for adult learners.
 - Partners need to be committed and need to deliver
 - Find resources in *your* community
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Parting Thoughts

- Other examples of Collaboration
 - Volunteer tutors were placed at two additional SD Community College sites
 - Cross agency student referral
 - Cross agency training opportunities
 - Future partnership plan
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