

BUILDING OPPORTUNITIES FOR IMMIGRANT STUDENTS

CAEP CONSORTIA & IMMIGRANT INTEGRATION

Feb 6, 2019
ACCE San Diego, CA



CCAIE AND ACCE, SITTING IN A TREE

- **California Council for Adult Education (CCAIE)**
 - Over 3,000 members
 - Over 60% faculty
 - Established in 1930s
 - Regular invitation to ACCE to attend and participate in State Board Meetings
- **California Adult Education Administrators Association (CAEAA)**
 - Joins with CCAIE to support state advocacy, jointly hiring our advocate Dawn Koepke
- **CCAIE and ACCE joined together last legislative session to advocate for AB2098**

RECENT POLICY

- **AB86**
- **AB104**
- **AB504, Strong Workforce,
Guided Pathways**
- **AB2098**

A FRUSTRATED LEGISLATURE

- **Credentials and Minimum Teacher Qualifications:**

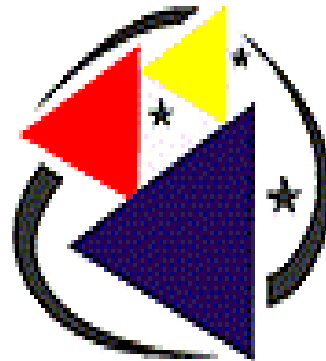
Why are the two systems different?

- **CCAIE's Proposal for 2019 Leg Session – Bill carried by Assembly Member Wendy Carrillo. Competency-based assessment of andragogical skills part of credentialing process.**

Details at CCAIE.ORG

WHAT LED TO AB2098?

Old St. Mary's Cathedral
San Francisco, 1856



Equipped
for the future

WIOA
WORKFORCE INNOVATION OPPORTUNITY ACT

DATA SHOWING THE BENEFIT OF ADULT EDUCATION



ENGLISH PLUS INTEGRATION



II. Adult Education and Integration Success: Identifying Needs and Filling Gaps

A. English Plus Knowledge of U.S. History, Culture, and Local Systems

B. English Plus Economic Integration and Parent/Family Success

C. English Plus Digital Literacy and Other Self-Directed Learning Skills

ESL STUDENTS = IMMIGRANTS & REFUGEES

- 1/3 of CA population = foreign born
- Diversity of immigrant and refugee population
 - Country of birth
 - Age
 - Education
 - Goals
- ESL in the context of Immigrant Integration



AB 2098: IMMIGRANT INTEGRATION IN ADULT EDUCATION PROGRAM

WHAT: Measures for assessing the effectiveness of AEP Consortia:

1. How many adults are served
2. How many adults served have demonstrated the following:
 - A. Literacy skills
 - B. **Immigrant Integration**
 - C. High School Diploma/Equivalency
 - D. Postsecondary certificates, degrees, training
 - E. Job placement
 - F. Improved Wages

TIMELINE:

- Adult Education Program leadership (CDE + CC Chancellor's Office), together with Director of Immigrant Integration determine metrics by June 2019
- First program year immigrant integration may be reported: 2019-2020

AB2098 WORKGROUP

Laura Chardiet K12 Los Angeles USD

Liza Becker CC Mt. San Antonio Community College

Bob Harper K12 South Bay Consortium for Adult Education

John Werner K12 Sequoias Education Consortium

Janeth Manjarrez CC North Orange Continuing Education

Sofia Ramirez Gelpi CC Allan Hancock Community College

Jennifer Hernandez State Labor and Workforce Development Agency

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Carolyn Zachary State California Department of Education

Javier Romero State Chancellor's Office

CDE Staff State California Department of Education

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SOUTH BAY CONSORTIUM FOR ADULT EDUCATION

- San José City College
- Evergreen Valley College
- West Valley College
- Mission College
- Campbell Adult and Community Education
- East Side Adult Education
- Milpitas Adult Education
- Santa Clara Adult Education
- Silicon Valley Adult Education



www.sbcae.org

Alliance for Language Learners Integration, Education and Success

ALLIES' mission is to lead
collaborations and catalyze **system**
changes that promote **English**
learner success in education,
career and community.



www.allies4innovation.org

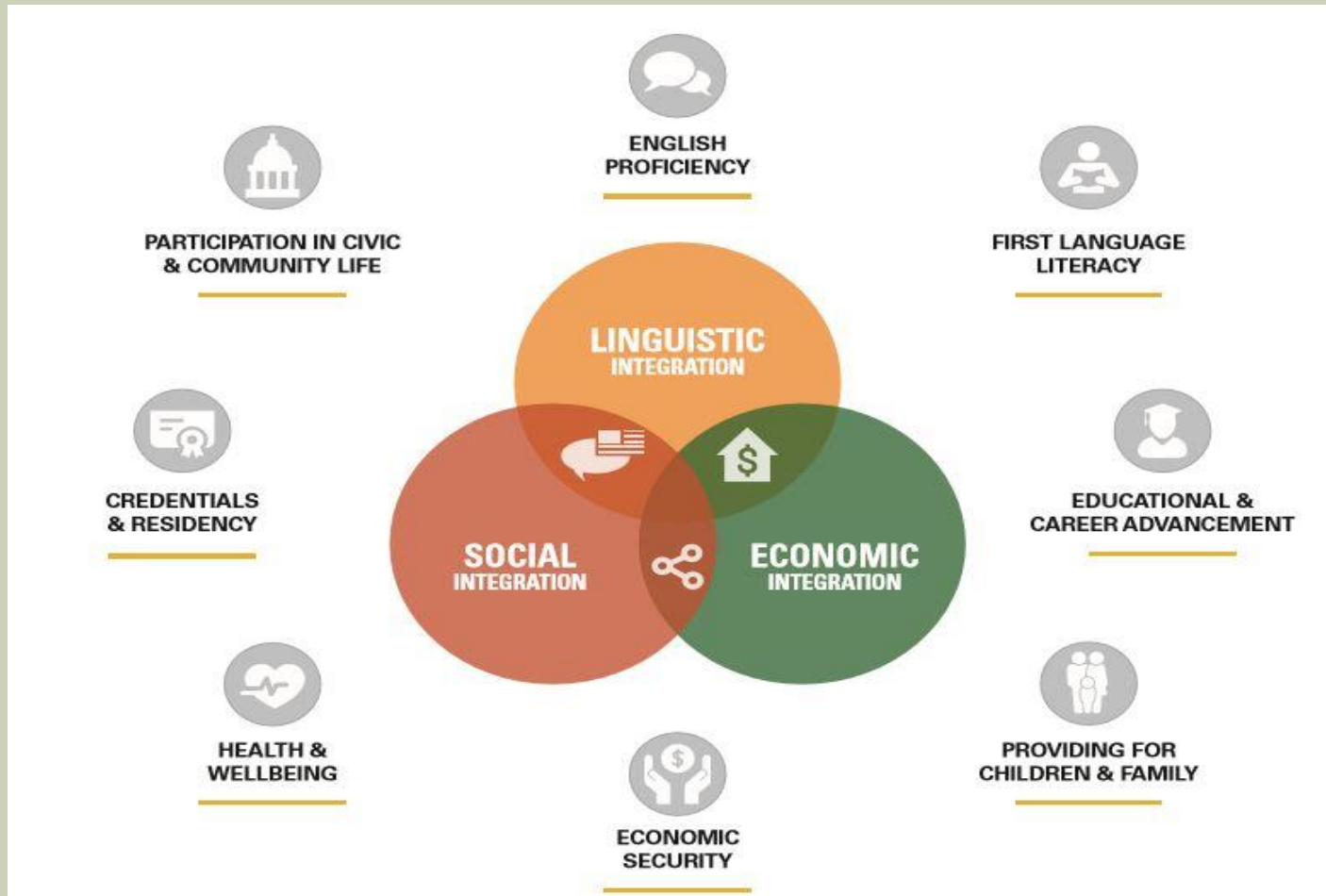
Immigrant Integration Framework development 2016 -2017



WORKING PARTNERSHIPS USA

- SBCAE annual plan
- Design group including a variety of stakeholders
- Community input from July 2016 Immigrant Integration Forum
- Stakeholder input from 2016 ALLIES ESL Provider Network (EPN) meetings
- Briefings of SBCAE Steering Committee and Transition Specialists

THE FRAMEWORK: 8 GOAL AREAS



METRICS



ECONOMIC SECURITY

1. Monthly income (% change and total income change over past 12 months)
2. Meets the applicable Self-Sufficiency Standard
3. Has a bank account
4. Is free of revolving consumer debt
5. Has an emergency fund to cover living expenses
6. Level of food security
7. Level of housing security



ENGLISH PROFICIENCY

1. Level of English Proficiency
2. Level of Digital Literacy



CREDENTIALS & RESIDENCY

1. Immigration Status
2. U.S. Driver's License
3. Has valid Foreign Professional Licensing
4. Has US professional license
5. Has ITIN and files taxes



HEALTH AND WELL-BEING

1. Health Insurance coverage
2. Level of access to health care services
3. Managing Health Conditions



EDUCATIONAL AND CAREER ADVANCEMENT

1. Level of educational Attainment
2. Employed in a Job in area of training
3. Net Annual Employment Earnings
4. Change In Earnings from Prior Year



FIRST LANGUAGE LITERACY

1. Completed high school (or equivalent) in first language
2. Level of First Language Proficiency



PROVIDING FOR CHILDREN AND FAMILY

1. Level of parent engagement at school
2. Level of access to child or elder care



PARTICIPATION IN CIVIC AND COMMUNITY LIFE

1. Social Capital
2. Civic Engagement
3. Use of Municipal Services
4. Community Engagement
5. Volunteering

IMMIGRANT INTEGRATION FRAMEWORK IMPLEMENTATION 2018 -2019

Looking at SBCAE operations through an immigrant integration lens

1. Community
Connections

Asset Mapping,
Reciprocal Referral
Pilot

2. Inside the
classroom

Curriculum,
instructional
activities, digital
literacy
professional
development

3. Outside the
classroom

Cultural
competency,
support staff,
transition
specialists

4. Data &
Accountability

IIF metrics, data
systems, state
policy advocacy

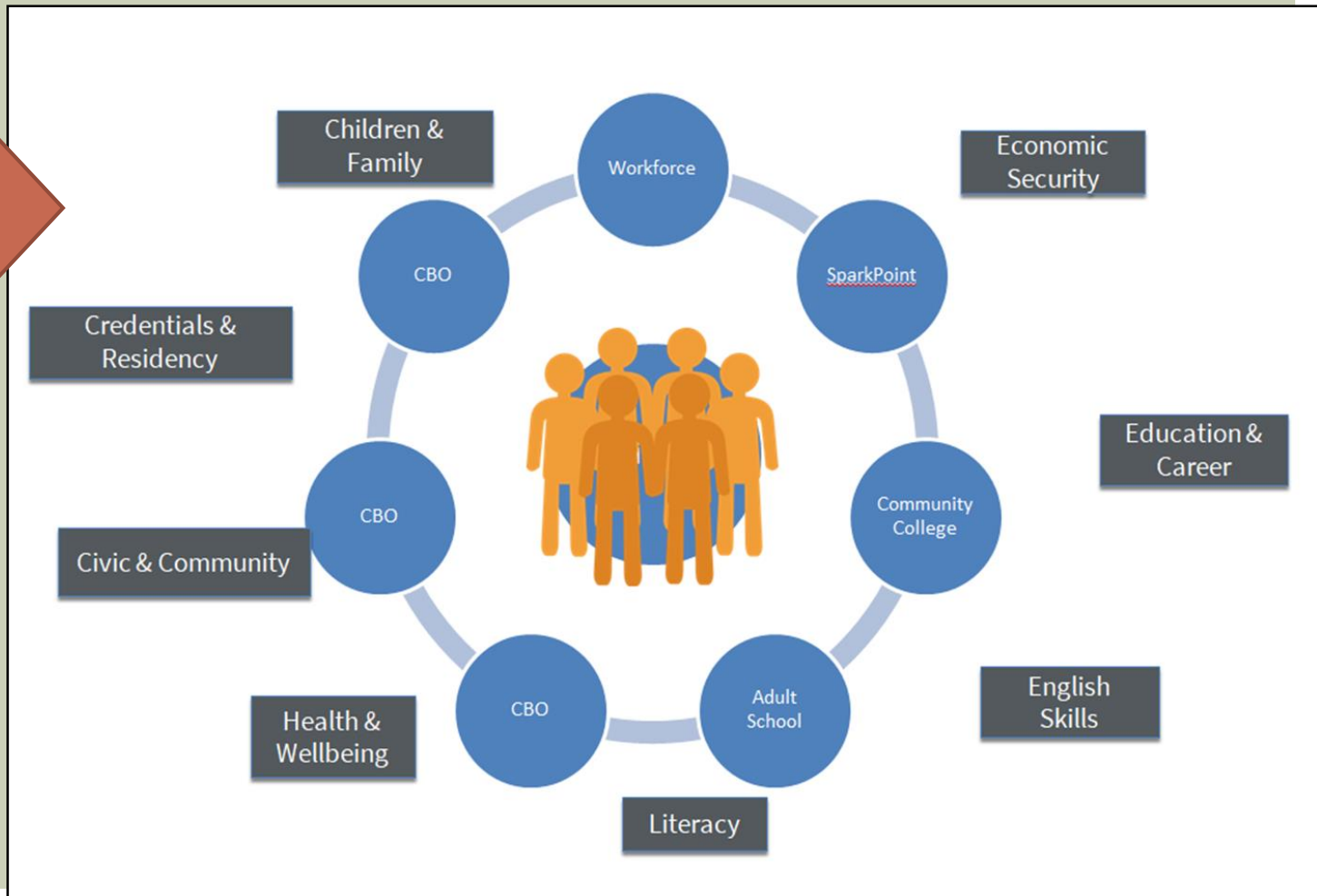
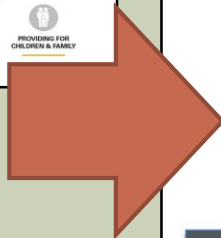
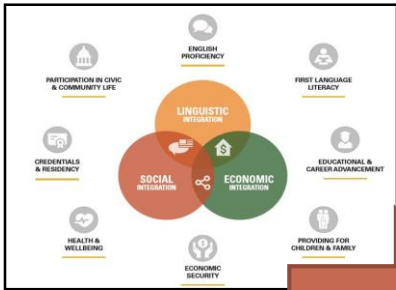
COMMUNITY CONNECTIONS: ASSET MAPPING

- [Interactive map](#)
- Resource database mapped against framework goal areas

Tool for teachers,
case managers,
transition
specialists

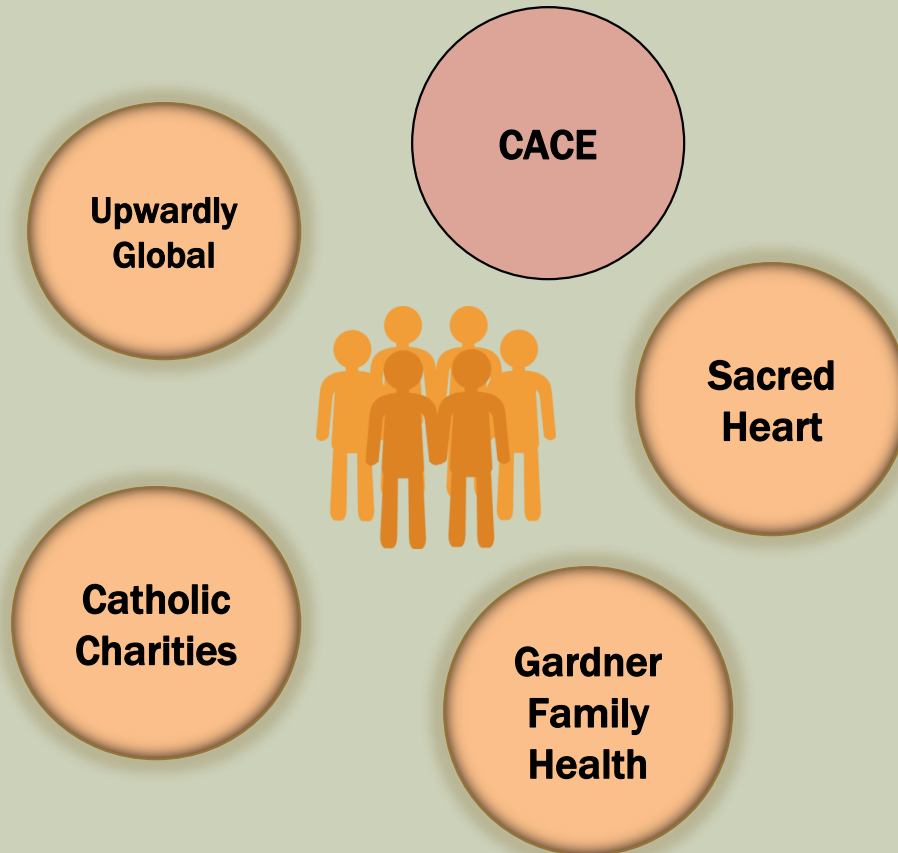
Assessment of
region's ability to
meet immigrant
integration needs

ASSESSMENT AND REFERRALS



REFERRALS : SBCAE IIF PROJECT

Building Adult School and expanding Community College student support infrastructure



INSIDE THE CLASSROOM: CURRICULUM & INSTRUCTIONAL DESIGN



- How does curriculum **align** with IIF?
- Where are the **gaps**?
- **Instructional Activities** that Promote Immigrant Integration
- **Digital Literacy** Competencies in IIF Goal Areas
- **Professional Development**
- Curriculum **project team:** Community College, Adult School AND Community Partners

Curriculum Alignment

- 3 curricula studied: EL Civics - Burlington English - English Innovations
- Know before you go!
 - Curriculum studied was not designed to satisfy elements of the IIF!!
 - Granularity v. overall approach
 - IIF: Goal Area – Strategies – Supporting Objectives
 - English Proficiency
 - Strategies: ESL Instruction – Independent Study and Practice – Community Connections – Digital Literacy – Learning Self-Efficacy
 - First Language Literacy

EL CIVICS & IMMIGRANT INTEGRATION FRAMEWORK

EL Civics

- × **57 Civic Objectives**
- × **Competency Areas:** Consumer Economics, Community Resources, Health, Employment, Government & Law, Transitions, Workforce Training

Immigrant Int. Framework

- × **35 different strategies**
- × **Goal Areas:** Econ. security, participation in civic and community life, credentials and residency, providing for children and family, English proficiency, first language literacy, Education and career, health and well-being



OBVIOUS OVERLAP!!

EL CIVICS COAAPS

(CIVIC OBJECTIVES & ADDITIONAL ASSESSMENT PLANS)

- A COAAP is a plan for a performance-based assessment which assesses how well a learner can interact with or access the community
 - Each plan includes 1-3 tasks learners must complete to demonstrate what they have learned.
- Agencies are responsible for
 - writing an assessment that matches the COAAP
 - developing curriculum and planning instruction that prepares learners to pass the assessment

EL CIVICS COAAP & IIF MAPPING: EXAMPLE

Goal: Participation in Civic and Community Life

| Key | Strategies | | | | | | | | | |
|--|--|--|--|-------------------------|--|--|---|---|---|--|
| | Civic Education | | Volunteering and Leadership | | Cultural Capital and Cross-Cultural Understanding | | Understanding of Immediate Community | | Personal and Community Networks | |
| | Supporting Objectives | EL Civics COAAPs | Supporting Objectives | EL Civics COAAPs | Supporting Objectives | EL Civics COAAPs | Supporting Objectives | EL Civics COAAPs | Supporting Objectives | EL Civics COAAPs |
| <p>COAAP directly related to supporting objective</p> <p>COAAP partially related to supporting objective</p> <p>NO existing COAAP for supporting objective</p> | Understanding of Rights and Responsibility | Immigrant Rights/Agencies 19.4, 19.5-19.8 Laws, legal system, immigrant rights 45.3, 45.4 Find community services 23.4, 23.5, 23.6, 23.7 | Access to Leadership Development | | Understanding of U.S. Cultural Diversity and Norms | Cultural Diversity 11.4, 11.5, 11.6 | Understanding of Region (geography, economy) | | Build Affinity Group Connections | |
| | Understanding of U.S. History | U.S. History and Gov't. 40.4, 40.5, 40.6 | Active Volunteering | Volunteering 25.3, 25.4 | Understanding Workplace Culture | Workplace Norms 37.3, 37.4 Workplace Readiness/Soft Skills 52.1 Identify areas of cultural conflict 19.5, 19.7, 19.8 | Shared Understanding with Receiving Community | | Participate in Events Celebrating Immigrant Culture | Cultural Diversity 11.4, 11.5, 11.6 |
| | Understanding Fundamentals of Local Government | Local, State, Federal Gov't. 42.3, 42.4 Research/address community issues 8.4, 8.5, 8.6 | Building Fundraising Experience | | Celebration of Immigrant Cultures | Cultural Diversity 11.4, 11.5, 11.6 | Understanding and Coping with Discrimination | | Participation in Organized Activities | Find cultural/educational resources 22.4, 22.5, 22.6 |
| | Passing the U.S. Citizenship Exam | Naturalization Process 40.4, 40.5, 40.6 | Leadership in Faith Communities | | Understanding of and Engagement in Social and Political Issues | Research/address community issues 8.4, 8.5, 8.6 | | | Build Co-Worker Relations and Professional Networks | |
| | | | Leadership in Schools/College | | | | | | Improve Social Confidence | |
| | | Leadership in the Workplace | Workplace Norms 37.3, 37.4 Workplace Readiness/Soft Skills 52.1 | | | | | Visit Public Spaces and Community Resources | Find community services 23.4, 23.5, 23.6, 23.7 | |
| | | Immigrant / Workers' Rights Organizing | Workplace Rights 35.4, 35.5, 35.6, 45.3, 45.4 Laws, legal system, immigrant rights 45.3, 45.4 | | | | | | | |
| | | Community Organizing and Capacity Building | Research/address community issues 8.4, 8.5, 8.6 | | | | | | | |
| | | Non-Traditional Leadership (co-leadership, informal worship leaders, organizing support for families in need) | | | | | | | | |

EL Civics & IIF mapping: findings

- **High degree of correlation**
- **Add New Civic Objectives and Related COAAPs for**
 - **Census 2020**
 - **Navigating (Transportation) Resources**
 - **Consumer Education**
 - thinking critically about print and online sources of information
- **Revise Civic Objective 1 Banking and related COAAPs to include Expense Reduction**
- **Add new language and literacy objectives to various Civic Objectives to match identified needs**

Curriculum Mapping: Putting it all together

EXAMPLE:

GOAL MAP A: ECONOMIC SECURITY

STRATEGY 1: EMPLOYMENT AND CAREER PROGRESSION

| Supporting Objectives | EL Civics | Burlington English | English Innovations |
|---|------------------|---------------------------|----------------------------|
| 1. Career Navigation, Job Search Skills and Labor Market Info | 1 | 1 | 1 |
| 2. Build Professional Networks | 1 | 1 | |
| 3. Digital Literacy | 1 | 1 | 1 |
| 4. Employment Rights Knowledge: Connect to Union and Workers' Rights Info | 1 | | |
| 5. Expand Entrepreneurship Capacity | 1 | | 1 |
| 6. Documentation legal status | | | |
| 7. English Proficiency | 1 | 1 | 1 |
| 8. Educational Attainment: Degrees, Certificates and Credentials | 1 | 1 | |
| 9. Cultural / Civic Competency | 1 | 1 | 1 |

STANFORD IMMIGRATION POLICY LAB

Self reported integration metric in these domains:

- Social
- Psychological
- Political
- Navigational
- Linguistic
- Economic

Surveys online; in native language; multiple ways to query the data; able to add additional questions

- *Immigrant Integration for \$200: Which area tracks lowest in surveys given in the South Bay?*

HOW DO WE CAPTURE THIS DATA?

- **TOPS ENTERPRISE (TE) ALREADY CAPTURES EL CIVICS OUTCOMES AND HAS OTHER DATA FIELDS ABLE TO RECEIVE AND REPORT IIF METRICS**
- **TE WILL CONTINUE TO NEED CHANGES IN ORDER TO SERVE THE IIF METRICS PURPOSES**
- **MIS WILL NEED TO BE ADAPTED TO SERVE IIF METRICS**

COMMUNITY PRO – TRANSITION PLAN/CASE MANAGEMENT SOFTWARE

Health and Wellbeing (Resources needed for Health and wellbeing)

- Counseling services Mental, social or familial health
- Health insurance Referrals to health insurance agencies, public, private, local
- Medical care Referrals to hospitals, clinics, etc.
- Nutrition and fitness Referrals to gyms, classes or groups
- Information/Services needed: U.S. Citizenship Info on requirements/how to apply for citizenship

PLEASE, NOT ON MORE THING!

- AB2098 is permissive legislation.
- There is no mandate.

And it was passed with unanimous bipartisan support, all committees, both houses.

*It had the full support of the last Governor.
Initial signs are it has the same level of support from the current Governor.*

QUESTIONS, COMMENT, A MOMENT OF WHIMSY

<https://www.allies4innovation.org/our-work/iif/>

<http://sbcae.org>

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CCAE Conference – San Diego, April 25-27.

CASAS Summer Institute – Orange County, June 11-13