

Adult Education and Immigrant Integration in CA

CASAS Summer Institute

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*Please provide your name, institution,
and role in the chat box*



Who We Are

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We convene partnerships to open doors to equitable, inclusive employment opportunities and career advancement.



Objectives

1. Learn about AB 2098 and California's commitment to immigrant integration
2. Become familiar with the ten-element Immigrant Integration Framework
3. Understand how immigrant integration outcomes can be captured
4. Hear about recent research on CAEP effective practices related to immigrant integration
5. Exchange ideas with peers about opportunities and challenges related to advancing immigrant integration and capturing outcomes



AB 2098 and California's Commitment to Immigrant Integration



CAEP Serves California's Many Immigrants

- 10.6 immigrants in California — 26.8% of population
- 340,000 English learners served annually by the California Adult Education Program (CAEP)
- CAEP supports language acquisition and so much more... documented now in our EL Civics program Civic Objectives and Additional Assessment (COAAP) metrics and tracking of services received...



What is Immigrant Integration?

Immigrant integration is a two-way process in which immigrants are embraced and welcomed by the receiving society with effective, culturally relevant, and linguistically accessible programs and services that facilitate and provide: upward social and economic mobility, increased civic participation, and multigenerational integration to build secure, thriving, and inclusive communities.

(AB 2098 Work Group)



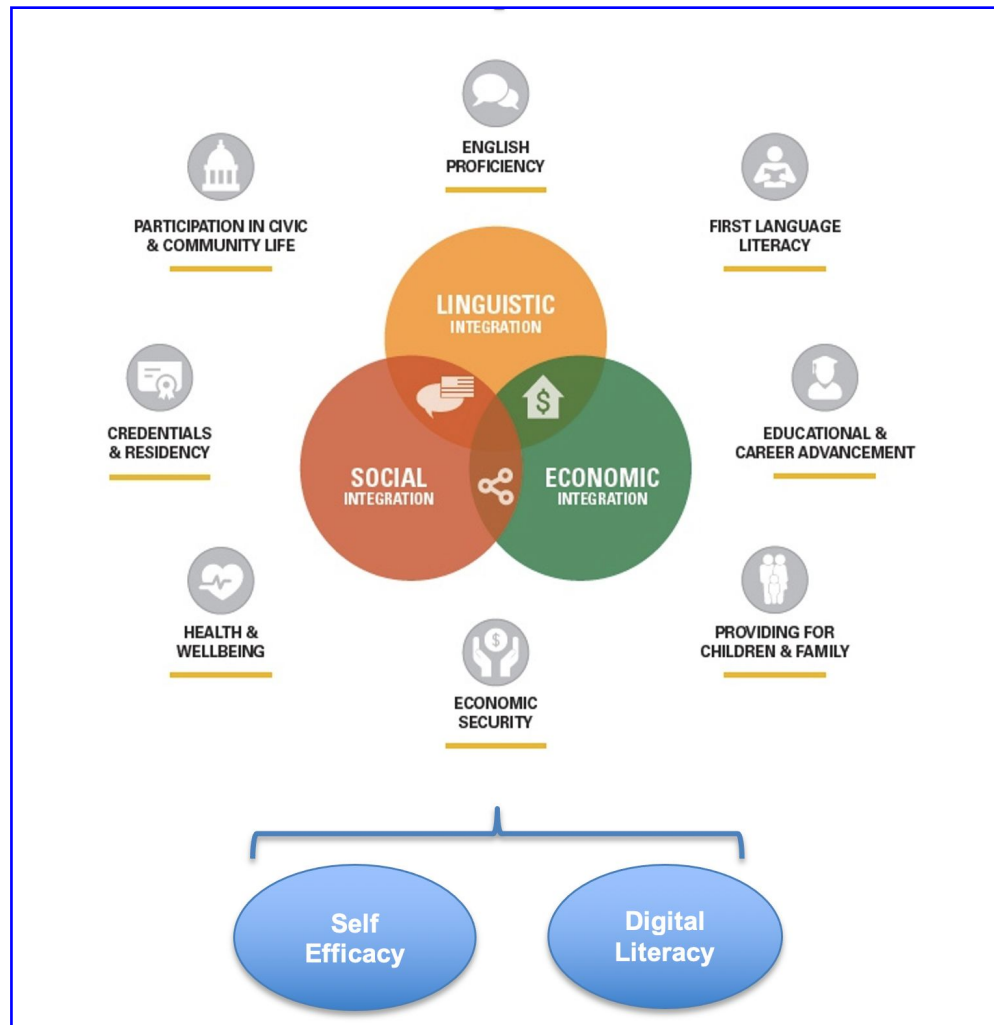
California's Commitment to Supporting Immigrant Integration

- 2015: Statewide Director of Immigrant Integration position established (SB 84)
- 2018: CAEP directed to measure immigrant integration need and service effectiveness (AB 2098)
- 2019: AB 2098 Work Group Recommendations



California's Immigrant Integration Framework





How Can the Framework Be Used?

- Guide to assessing community needs and internal capacity
- Way of communicating a range of programs & services
- Guide for developing partnerships across the ten elements, using shared language
- Guide for individual needs assessment and goal-setting
- Focus areas for curriculum development and program design
- Guide to identifying appropriate metrics



How Can Assessment and Data Collection Support Immigrant Integration?



How Can Assessment and Data Collection Support Immigrant Integration?

- Use COAAPs to demonstrate outcomes
- Use the TE CAEP Summary and EL Civics reports to monitor COAAPs assessments and other outcomes
- Identify underlying instructional strengths and needs demonstrated from COAAPs using “I-3” reports
- Identify strengths and needs at the agency, class, and student level from CASAS pre- and post-tests



COAAPs' capture of Immigrant Integration Outcomes

- Have measured progress in EL Civics for 20 years
- All COAAPs relate to skill areas identified by the field as priorities for EL Civics learners
- COAAPs earn CA WIOA II payment points
- ALLIES identified priority areas for Immigrant Integration, worked with CASAS to crosswalk these with EL Civics COAAPs
- AB 2098 (2018) required the State/CAEP to have metrics related to Immigrant Integration
- CAEP formed a committee to identify priority areas and consider the ALLIES/CASAS crosswalk
- Committee concluded that almost all COAAPs related to I-3 priority areas
- 2020: CASAS added "I-3 Outcomes" as an official new CAEP outcome in TE, added "I-3 Reports" <https://caladulted.org/DownloadFile/1134>

IIF Goal Areas	California EL Civics Civic Objectives
1. Economic Security	<ul style="list-style-type: none"> 1 - Identify, evaluate, compare financial services 2 - Access agencies to resolve consumer complaints 3 - Develop a business plan 4 - Describe methods to obtain housing 5 - Interpret housing agreements/responsibilities 6 - Identify housing issues/tenant rights
2. Credentials and Residency	<ul style="list-style-type: none"> 38 - Identify the organization of local, county, state, federal government and how to access 39 - Identify and discuss the voting process/rights/responsibilities 40 - Respond to questions about US history/government for the purpose of naturalization 42 - Identify people/events in local/state/federal history 44 - Identify, access and complete applications for identification cards and other services 45 - Identify features of the legal system and procedures for obtaining legal help.



IIF Goal Areas	California EL Civics Civic Objectives
3. Health and Wellbeing	<p>15 - Identify emergency services/legal assistance agencies</p> <p>16 - Follow procedures and access assistance in case of emergency</p> <p>17 - Access assistance to prevent or solve family/community problems</p> <p>26 - Identify and access low cost health services</p> <p>27 - Demonstrate knowledge of health/safety precautions</p> <p>28 - Access the health care system/providers</p> <p>29 - Interpret health insurance coverage and resolve provider issues</p> <p>30 - Demonstrate how to use pharmacies/medicines</p> <p>31 - Access resources for prevention/treatment of substance abuse</p> <p>46 - Access resources for nutrition education and information on healthy foods</p>



Immigrant Integration Effective Practices Among CAEP Consortia



How are CAEP Consortia Supporting Immigrant Integration?

Interviews were conducted with administrators and instructors representing 20 consortia in all regions of the state

Questions were asked about:

- Curriculum and instruction
- Student support services
- Partnerships and referrals
- Staff roles
- Data management
- Funding sources



Adult Education and Immigrant Integration in California:

Effective Practices Across the
Immigrant Integration Framework

Authored By: Jennie Mollica and Peter Simon
High Road Alliance



<https://caladulted.org/DownloadFile/1120>



Curriculum and Instruction

- Integration of ESL with other content areas and immigrant integration topics
- Integrated Education and Training (IET)
- Family literacy instruction
- Mirrored courses



EXAMPLE: Accelerated ESL/English Through Integration

*In the **San Luis Obispo Adult Education Consortium**, Cuesta Community College adapted the I-BEST model to support ELs' transitions from ESL to credit English courses. Students enroll in an online credit English class offered asynchronously, allowing them to continue working during daytime hours. Two evenings per week, they meet with the ESL teacher to review the college-level English content and also receive support with any tech challenges. The two teachers are paid for weekly collaboration time, when they coordinate lessons.*



Student Support Services

- Identification of student needs across the II Framework
- Native language services
- “Embedded” or integrated support services
- Bilingual tutoring
- Support related to residency status
- Bridging adult and postsecondary education



EXAMPLE: Support Related to Residency Status

***State Center Adult Education Consortium** counselors advise undocumented adult education students on financial aid options and provide a “warm hand-off” to member colleges or partners to ensure the students know how to obtain attendance verification and fill out the California Dream Act application and AB 540 Affidavit.*



Partnerships and Referrals

- Seamless ESL pathways across institutions
- Smoothing college enrollment process for immigrants
- Co-located instruction and services
- Transition specialist staff
- Partnerships with community-based organizations, legal service providers, public libraries, and others



EXAMPLE: Supporting seamless pathways and leveraging provider resources

In the Coast Adult Education Consortium, an adult school and its neighboring community college district have established an Inter-agency Service Agreement (ISA) allowing the community college to deliver noncredit classes at the adult school site. Students access the classes at a convenient and familiar location and at no cost, the adult school records their learning outcomes, and the community college receives state Full-Time Equivalent Student (FTES) payment for its instruction.



Share Your Thoughts on the Google Doc...

<https://docs.google.com/document/d/15-RYISWktdTHI6cAO8bUgExintZFeKtvo8hi70vLM10/edit?usp=sharing>

- What would be the benefits to your consortium of more intentional goal-setting and outcome tracking related to the Immigrant Integration Framework?
- What would be the challenges of implementation and data management related to the Immigrant Integration Framework?
- What are your questions for each other related to outcome measures and the Immigrant Integration Framework



Q&A
Discussion &
Sharing Effective Practices



Closing

- Webinar evaluation survey link
- Link to the Immigrant Integration research brief in chat



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