



Innovations in Adult Education for Immigrant Integration Success

CASAS Summer Institute

June 2021



Stanford.

Ka'Ryn Holder-Jackson, Executive Director, ACCEL

Ilse Pollet, Director, South Bay Consortium

David Laitin, Co-Director, Immigration Policy Lab, Stanford

Elisa Cascardi, Program Manager, Immigration Policy Lab, Stanford



1 Immigrant
Integration and AB2098

2 A Research Alliance
to Improve Integration

3 What should we
test? Your perspectives



1 Immigrant Integration and AB2098



Adult Education can fast-track integration

Landmark legislation **AB2098** codifies immigrant integration as a **formal goal** for Adult Education statewide.

Over **100 COAAPs** are geared towards integration, critical **support services** offered at schools.

In **2019 alone, 80,000 students** participated in classes that support integration across California.

Immigrant Integration, IPL-12



Policy Context: Adult Education Reform

Pivotal moment: Adult Education reform AB86, AB104.

AEP consortia play a central role in **welcoming newcomers**, with a robust infrastructure in place.

And now... **AB2098!**

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

The Framework: 8 Goal Areas



SBCAE & Immigrant Integration

Collaborated on **IIF development & AB 2098** policy advocacy with ALLIES
IIF implementation project 2018-2020:

Community partnerships & referral network, EL Civics curriculum, touchpoints study, data generation

Partnership with IPL:

Beta testing of IPL-12, IPL survey informed community partnership & referral network, IPL surveying and data analysis expertise

2020-2021:

COVID disruption, BUT partnerships stand the stress test

2021-2022 and beyond:

Baseline Immigrant Integration data, responsive strategies in next three-year plan: curriculum, support services (referrals), data, civic engagement

ACCEL San Mateo County

Adult College, Career, and Educational Leadership

- Our Mission: Improve Educational & Career Outcomes of Adult Learners in College, Careers & Community
- Our Vision: To Help Students Get From Where They Are to Where They Want to Be By Creating Pathways to Success.

Consortia Members:

- Jefferson Adult Education, Daly City
- South San Francisco Adult Education
- San Mateo Adult & Career Education
- LaCosta Adult Education, Half Moon Bay
- Sequoia Adult School, Redwood City
- Skyline College, San Bruno
- College of San Mateo, San Mateo
- Canada College, Redwood City

Immigrant Integration at ACCEL

Three Strategies: Equitable Education, Educational Leadership, Leveraging Resources

Equitable Education: Hospitality & Tourism Pathway, Intro & Bridge Classes, transportation, ESL co-led classes, Early Childhood Education certificate program

Educational Leadership: Student councils with elected and class representatives, holding regular meetings to plan, vote & decide on actions to benefit SMAS community

Leveraging Resources: Closely collaborate with core seven core agencies, provide safety net services, provide basic emergency & support services and referrals

Immigrant Integration at ACCEL

San Mateo County Office of Community Affairs - Immigrant Forum

A One Stop Resource for Information & Resources: Community resources, immigration & legal resources, community engagement efforts, gateway to growth, immigrant forum meetings

Stanford Immigration Policy Lab Collaboration & ACCEL Support Service Project Team

- Survey Adult School Students to Ascertain the Types of Services Current Accessed and Services Desired but Unable to Access
- The South Bay Consortium Executive Director Ilse Pollet Referred Stanford Immigrant Policy Lab Director David Latin to the ACCEL Consortium
- ACCEL & Stanford IPL Began Collaboration
- Stanford IPL Assisted in the Development of ACCEL's Project Team Survey and Analysis

2 A Research Alliance to Improve Integration



Our research alliance builds learning

Consortia wanted to **measure immigrant integration and service success** of their students, considering AB2098.

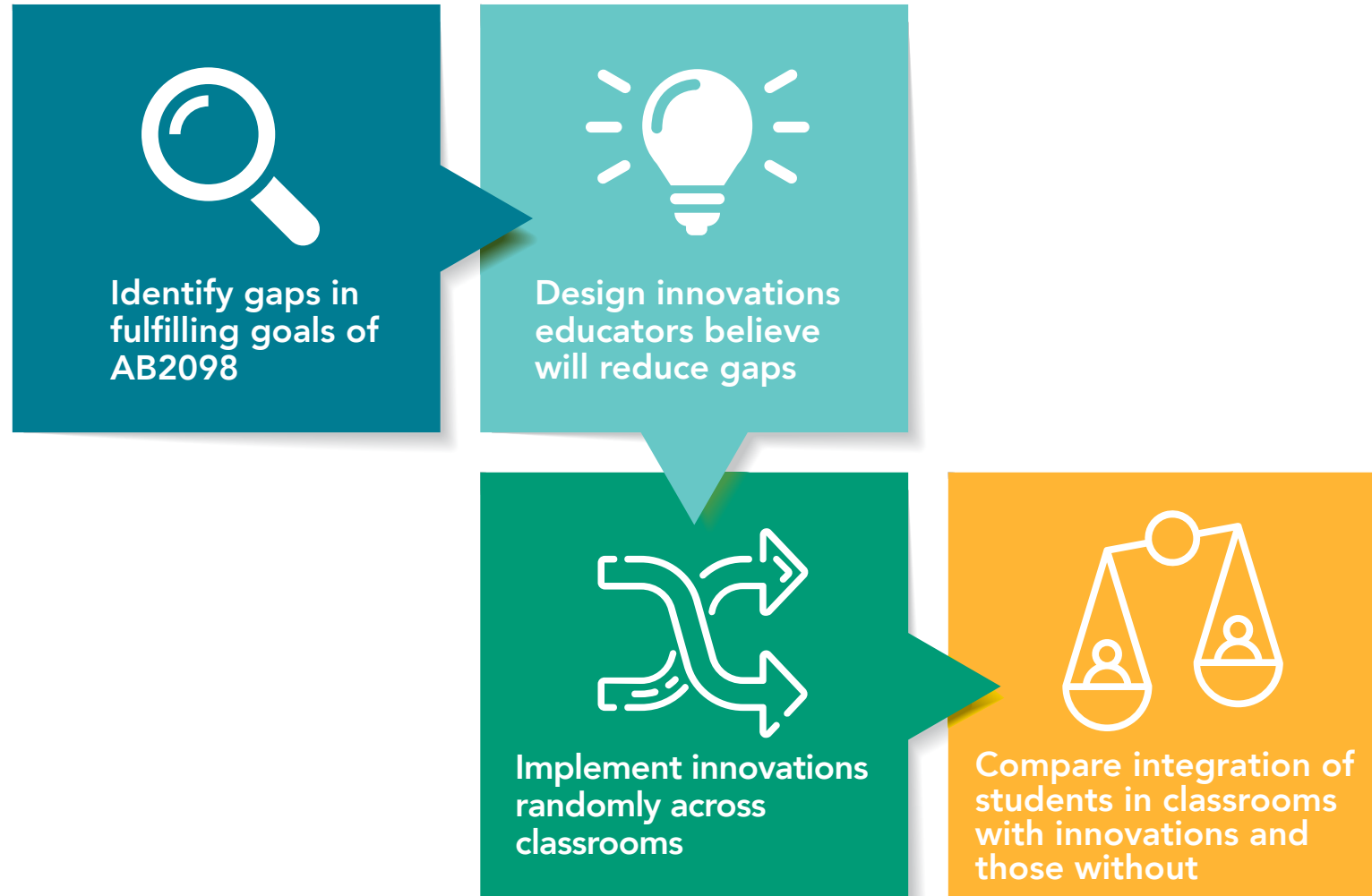
We **implemented IPL-12 surveys** to measure integration and service needs and gaps and **surveyed 1,038 students** across ACCEL and SBCAE consortia.

Now, consortia **know where their students' integration and program successes are**, have a **survey tool** to use in future, and can **learn from their data**.

IPL-12 is a barometer



To learn 'what works', use innovation and testing



What goals? What innovations?

Five goals, five innovations

	Innovation	Goal
High drop-out rates among ESL students	Financial incentives for ESL students to complete courses	Increased student persistence in ESL and other enrolled curricula
Low take-up of social services	Rewards for students who follow up on navigator information on available social services	Increased rate of take-up of available social services
Low success in entrepreneurial pursuits	Integration of community college business faculty into ESL courses	Increased business success and self-employment
Low social integration	Coordinated community engagement opportunities through home visits	Increased connections with community, improved social integration
Low data literacy	Test the implementation of "Data Literacy" COAAP as a universal component of ESL curriculum	Improved data literacy, improvements in job status

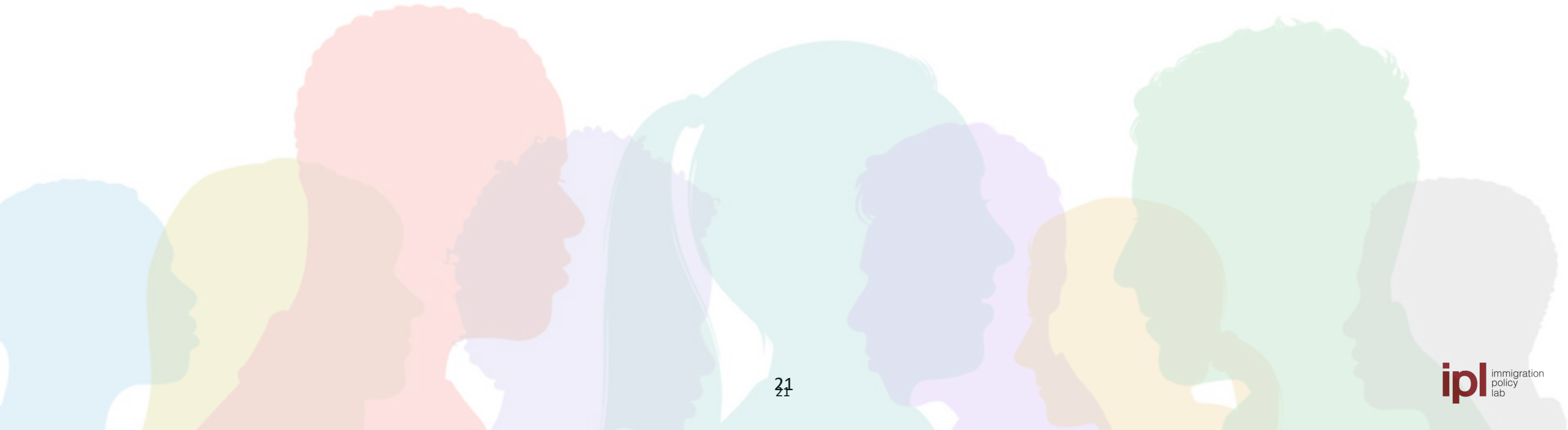
3 What should we test? Your perspectives



What should we test? Your perspectives

- **Which goals and innovations would you prioritize** to help students succeed and advance integration?
- Are there **other barriers, successes in integration** that you see in your environments?
- Interest in **engaging in IPL-12, testing pilot programming**?

Thank you!



Five goals, five innovations

	Innovation	Goal
High drop-out rates among ESL students	Financial incentives for ESL students to complete courses	Increased student persistence in ESL and other enrolled curricula
Low take-up of social services	Rewards for students who follow up on navigator information on available social services	Increased rate of take-up of available social services
Low success in entrepreneurial pursuits	Integration of community college business faculty into ESL courses	Increased business success and self-employment
Low social integration	Coordinated community engagement opportunities through home visits	Increased connections with community, improved social integration
Low data literacy	Test the implementation of "Data Literacy" COAAP as a universal component of ESL curriculum	Improved data literacy, improvements in job status