

EL CIVICS & IMMIGRANT INTEGRATION

CASAS SI
June 13, 2019

The logo for CASAS, featuring the word "CASAS" in a bold, blue, sans-serif font with a slight shadow effect, set against a white background.The logo for SBCAE, featuring a stylized circular graphic composed of three curved lines in orange and yellow, followed by the text "SBCAE" in a bold, black, sans-serif font.The logo for ALLIES, featuring the word "ALLIES" in a bold, green, sans-serif font, positioned above a yellow and white graphic consisting of several parallel lines that create a sense of depth and movement.

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



Policy Context: Adult Education Reform

- Pivotal moment: adult education reform AB86, AB104 – what changed?
- AEP consortia play a central role in welcoming newcomers – robust infrastructure in place
- And now AB2098

AB 2098: IMMIGRANT INTEGRATION IN ADULT EDUCATION PROGRAM

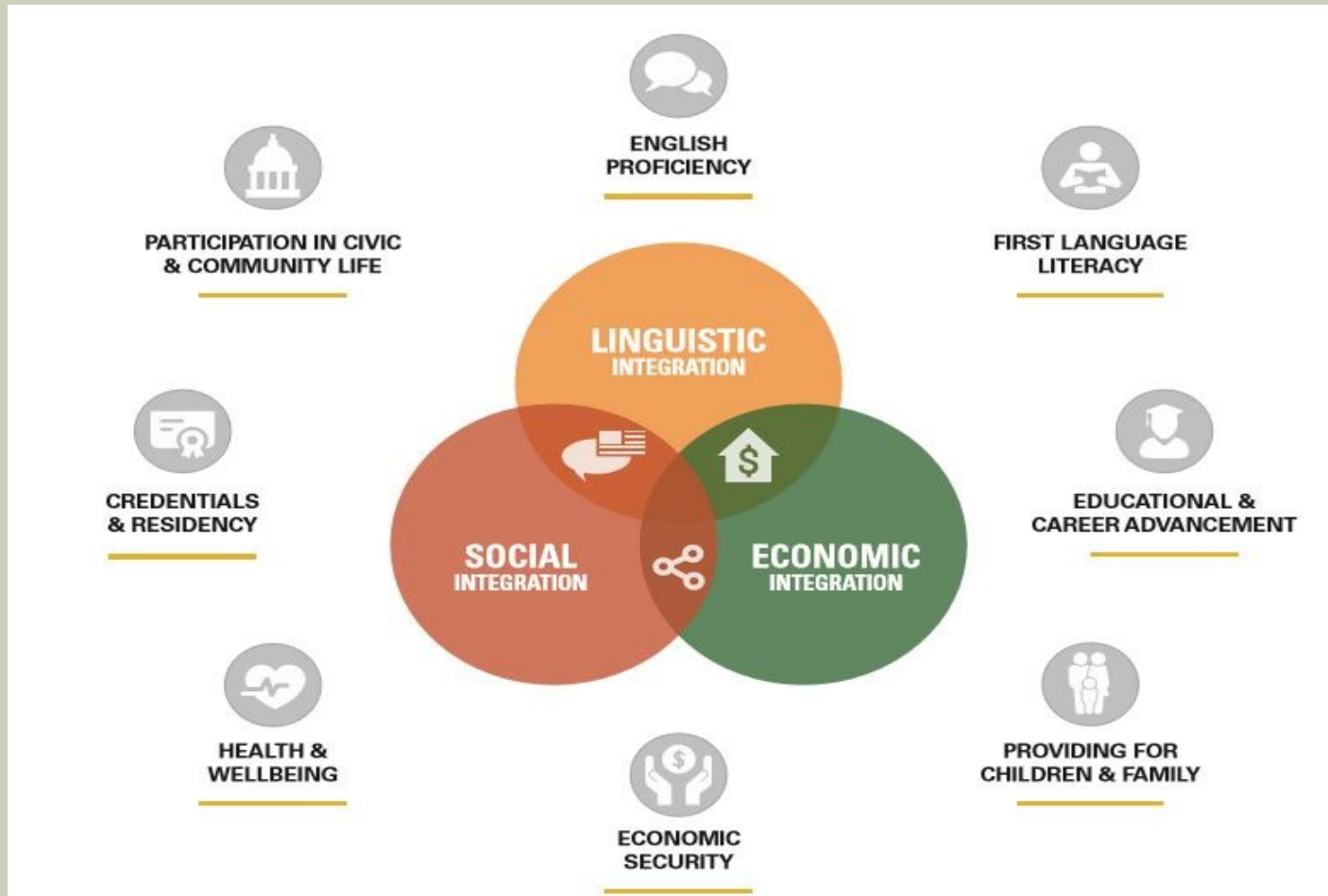
WHAT: Measures for assessing the effectiveness of AEP Consortia:

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

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

THE FRAMEWORK: 8 GOAL AREAS



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

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 development, 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 Area: Participation in Civic and Community Life

Strategy: Civic Education

Supporting Objectives:

- Understanding of Rights and Responsibilities
- Understanding US History
- Passing the Citizenship Exam

Supporting Objectives

EL Civics COAAPs

Understanding of Rights and Responsibility

Immigrant Rights/Agencies 19.4, 19.6, 19.7, 19.8

Laws, legal system, immigrant rights 45.3, 45.4

Find community services 23.4, 23.5, 23.6, 23.7

Renter's rights 5.3, 5.4

Employment rights 35.4, 35.5, 35.6, 53.1

Consumer rights 6.3, 2.3 2.4

Voting rights 39.4, 39.5, 39.6

EL Civics & IIF mapping: findings

- **High degree of correlation**
- **Possible New Civic Objectives and Related COAAPs**
 - **Census 2020**
 - **Navigating Transportation Resources**

EL Civics & IIF mapping: findings

■ Possible COAAP Revisions

■ Consumer Education

- Thinking critically about print and online sources of information (#48 evaluate online content)
- Revise Civic Objective 1 Banking and related COAAPS to include Expense Reduction
- New language and literacy objectives to various Civic Objectives to match identified needs

DIGITAL LITERACY

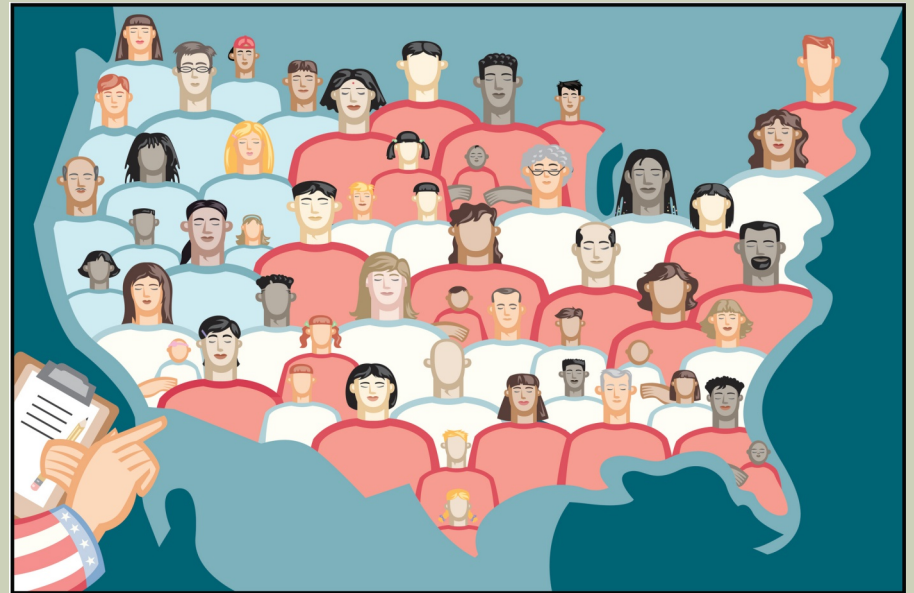
- Cuts across all 8 goal areas of the IIF
- Project identified digital literacy competencies in each of the goal areas
- Examples:
 - Education and Career Advancement: Complete online Job Applications
 - Providing for Children and Family: school portal
 - Economic Security: online banking
 - Health and Wellbeing: health apps
 - Credentials and Residency: online forms and applications
 - Civic and Community Life: neighborhood forum

INSTRUCTIONAL ACTIVITIES

- Best practices inventory: how ESL programs promote Immigrant Integration
- Examples:
 - Civic Academy
 - Field Trips
 - Entrepreneurship Opportunities
 - Resource Fairs, Presentations
 - Voter registration, polling place volunteers

CENSUS 2020: THE FACTS

- **Census Day: April 1, 2020**
- **It's online!**
- **Who's undercounted?**
 - **Children under 5**
 - **Renters**
 - **Immigrants**
- **There may be a citizenship question**



THE CITIZENSHIP QUESTION

Will this be on the Decennial Census form?

Is this person a citizen of the United States?

- Yes, born in the United States
- Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad of U.S. citizen parent or parents
- Yes, U.S. citizen by naturalization – *Print year of naturalization* ↴
- No, not a U.S. citizen

THE OTHER QUESTIONS

- How many people were living or staying in this house, apartment, or mobile home on April 1?
- Were there any additional people staying here April 1 that you did not include in Question 1?
- Is this house, apartment, or mobile home: owned with mortgage, owned without mortgage, rented, occupied without rent?
- What is your telephone number?

PERSON 1 QUESTIONS

- Please provide information for each person living here. Start with a person here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here.

This will be Person 1. What is Person 1's name?

AND MORE QUESTIONS

- What is Person 1's sex?
- What is Person 1's age and date of birth?
- Is Person 1 of Hispanic, Latino, or Spanish origin?
- What is Person 1's race?
- Does Person 1 sometimes live or stay somewhere else?

CENSUS 2020: A LOT IS AT STAKE

- **Census data**
 - **Determines number of U.S. Representatives per state**
 - **Guides distribution of \$675 billion in federal funding**
 - **Creates jobs, provides housing, builds schools and hospitals**
- **For every person not counted:**
 - **Cities, counties lose \$2000 per person**



PREPARE YOUR STUDENTS FOR THE CENSUS

- Begin talking about the census now
- Collaborate with your local library to help people fill out the online form
- Help recruit bilingual Census workers
- Teach the new EL Civics Census COAAP next fall

The logo for the United States Census 2020. It features the words "United States" in a smaller, black, sans-serif font at the top. Below that, the word "Census" is written in a very large, bold, black, sans-serif font. At the bottom, the year "2020" is also written in a very large, bold, black, sans-serif font. The entire logo is centered on a white rectangular background.

United States
Census
2020

CENSUS 2020 COAAP

- **Agencies can...**
 - recognize a student need to complete Census 2020
 - plan to implement a COAAP on Census 2020
 - select a Census 2020 COAAP
 - on or after July 1, 2019 or
 - before April 30 for Summer School 2019
- **Census 2020 COAAP 54.1 is currently in draft form**

CENSUS 2020 COAAP DRAFT (1)

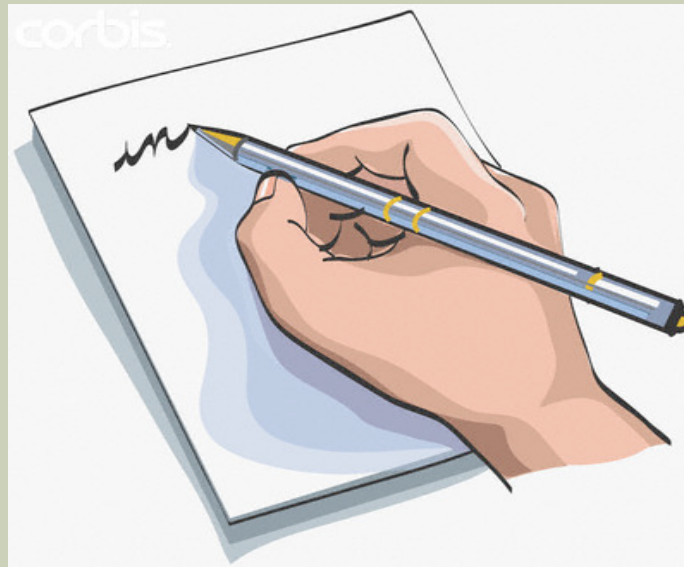
LANGUAGE AND LITERACY OBJECTIVES (BL-ADV)

- Respond to personal information questions related to the Census.
- Identify and/or describe the Decennial Census and/or its purpose.
- Identify and/or describe reasons why completing the Census is important.
- Identify and/or describe barriers students might have in completing the Census.
- Complete an authentic or simulated Census form online or in print.

CENSUS 2020 COAAP DRAFT (2)

LANGUAGE AND LITERACY OBJECTIVES (IL-ADV)

- Identify and/or describe privacy and confidentiality laws protecting Census information.
- Write a persuasive email, letter or article explaining the importance of completing the Census.



CENSUS 2020 COAAP DRAFT (3)

TASK 1: Describe why completing the Census is important (BL- BH)

10 points possible

Describe up to 5 pictures, orally or in writing, depicting why completing the Census is important.



CENSUS 2020 COAAP DRAFT (4)

TASK 2: Complete an authentic or simulated Census form online or in print.

(16 points possible)

Given a level-appropriate agency-created case study about 2 persons living in a residence, student will answer up to 16 authentic Census questions about Persons 1 and 2 in the case study in order to complete a simulated Census form online or in print.

CENSUS 2020 COAAP DRAFT (5)

Task 3: Participate in a Conversation with a Census Enumerator (BL-ADV) (18 points possible)

Content A (16 points possible)

Given level-appropriate agency-created case study about 2 persons living in a residence, student will participate in a simulated interview with a Census Enumerator (assessor), answering up to 16 authentic Census questions about Persons 1 and 2.

Content B (2 points possible)

Student will use clarification techniques as needed in order to understand the assessor's questions.

CENSUS 2020 COAAP DRAFT (6)

TASK 4: Write a persuasive email, letter or article to overcome barriers to census participation (IL-ADV) (20 points possible)

Student will complete an authentic writing task such as an article, letter to the editor, or an email or a letter to a friend who has concerns about completing the Census.

Student will include 4 elements such as:

- *an opening statement including a response to the concern(s)*
- *an explanation of the purpose of the Decennial Census*
- *an explanation of how to address the concern(s) citing reasons/evidence*
- *a persuasive concluding statement which addresses the concern(s) and encourages the reader to complete the Census.*

TURN AND TALK

- Are you likely to implement this COAAP?
- What are your concerns about implementing a unit focused on the Census?
- What will be the challenges?
- How will you mitigate those challenges?
- What other information do you need?

RESOURCES

- <https://census.ca.gov/resource/school/>
- <https://2020census.gov/en/jobs/>
- <https://www.census.gov/AmericaCounts/>
- <https://2020census.gov/>
- <https://www2.census.gov/programs-surveys/sis/resources/sis-storybook-spanish.pdf>

NEXT STEPS

Immigrant Integration

- Progress Report February 2019
- Continuation of ALLIES/SBCAE project through June 2019 (and beyond – 3YRP)
- AB2098 Guidance from CAEP office – Summer 2019
- For more information about immigrant integration:
ilse.pollet@sbcae.org
ltatsuta@cuhsd.org

EL Civics:

- Census 2020 COAAP
- Revisions of Language and Literacy Objectives
- For more information about EL Civics: lbhoward@casas.org

Welcome to the Immigrant Integration Field!