Immigrant Integration Pathway

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Outline

• About ALLIES and SBCAE

• Immigrant Integration Framework

• What’s next for ALLIES and IIF

• ALLIES & SBCAE IIF implementation project

• Q&A
ALLIES’ mission is to support English-learner adults in achieving success in their educations, careers and communities.
South Bay Consortium for Adult Education

- Evergreen Valley College
- Mission College
- San Jose City College
- West Valley College
- Workforce Institute
- Campbell Adult and Community Education
- East Side Adult Education
- Milpitas Adult Education
- Santa Clara Adult Education
- Silicon Valley Adult Education
Why Immigrant Integration?

• National debate

• California’s unique position

• Increased public awareness

• National, state and local immigrant integration initiatives
Why Adult Education?

- Adult Education plays a central role in welcoming newcomers.
- Right now Adult Ed. is under the most significant reform of its history.
- Central to that reform is aligning AE agencies and instruction to workforce development.
• Many students want jobs with family sustaining wages

• Many teachers dedicate class time and instruction to support students’ workforce goals

• AEBG & WIOA policy and funding are aligned with workforce development goals

• Future funding may well be based on workforce outcomes (jobs, wage gains), transitions to postsecondary ed, literacy gains, course completions, and HS diploma/equivalency.
We also know...

- Students have multi-faceted lives with a variety of goals, needs, and assets
- AE serves many students, some who are not immediately ready to enter the workforce
- AE has always been a “welcoming center” to all immigrants
- AE has the track record and future potential of offering both workforce development AND civic participation/integration support
- We will need data to be accountable and show policymakers how meaningful immigrant integration instruction is for ENTIRE communities
SB CAFE 2015-2016 Annual Plan

“Our consortium will continue work to develop a structured pathway for immigrant integration, including addressing the specific needs and options for unauthorized residents."

Through the current fiscal year our consortium will:

- Identify a **sequence of education, training and support services for immigrants** to integrate into their communities, explore all potential avenues for documentation, and connect with realistic employment opportunities.
- Develop **approaches to access "traditional" college and career pathways** requiring documentation by attaining DACA, DAPA or other right to work status.
- Identify **metrics of progress along Immigrant Integration Pathways** which include, but are not limited to:
  - developing English language proficiency
  - building cultural competency and capital,
  - a deeper understanding of the rights and responsibilities resulting from civic awareness,
  - a facility to access mainstream resources for the learners’ personal and professional goals.
Goals of the Immigrant Integration Pathway project

1. Develop a framework for holistic immigrant integration to be used across multiple stakeholders.

2. Create a set of immigrant integration metrics to measure success

3. Advocate for state policy to include measures of immigrant integration
Framework Development Process

- Design group including multiple stakeholders
- Community input from July 2016 Immigrant Integration Forum
- Stakeholder input from 2016 ALLIES ESL Provider Network (EPN) meetings
- Briefing of SBCAE Transition Specialists
Principles of the Framework

- Goals are mutually supportive and interconnected
- Flexible menu of options – not a ‘one size fits all’
- Two-way assessment tool
- Asset based
- Metrics
- Work in Progress – Action Research
Goal Map Example: Civic Engagement

**STRATEGY CIVIC EDUCATION**

**OBJECTIVES**
- Understanding of Rights and Responsibilities
- Understanding of U.S. History
- Understanding Fundamentals of Local Government
- Passing the U.S. Citizenship Exam

**STRATEGY VOLUNTEERING AND LEADERSHIP**

**OBJECTIVES**
- Access to Leadership Development
- Active Volunteering
- Building Fundraising Experience
- Leadership in Faith Communities
- Leadership in Schools/College
- Leadership in the Workplace
- Immigrant / Workers’ Rights Organizing
- Community Organizing and Capacity Building
- Non-Traditional Leadership (co-leadership, informal worship leaders, organizing support for families in need)

**STRATEGY CULTURAL CAPITAL AND CROSS-CULTURAL UNDERSTANDING**

**OBJECTIVES**
- Understanding of U.S. Cultural Diversity and Norms
- Understanding Workplace Culture
- Celebration of Immigrant Cultures
- Understanding of and Engagement in Social and Political Issues

**STRATEGY UNDERSTANDING OF IMMEDIATE COMMUNITY**

**OBJECTIVES**
- Understanding of Region (geography, economy, demographics)
- Shared Understanding With Receiving Community
- Understanding and Coping with Discrimination

**STRATEGY PERSONAL AND COMMUNITY NETWORKS**

**OBJECTIVES**
- Build Affinity Group Connections
- Participate in Events Celebrating Immigrant Culture
- Participation in Organized Activities
- Build Co-Worker Relations and Professional Networks
- Improve Social Confidence
- Visit Public Spaces and Community Resources
Goal Map Example: Providing for Children and Family

**STRATEGY: DIRECT CAREGIVING**

**OBJECTIVES**
- Direct Caregiving for Children, Elders or other Family
- Counseling or Social Support for Parents and Families
- Parent and Child Development Education
- Developing Community Support Networks
- Building on Family Assets, Culture and Traditions
- Health and Well-Being of Caregivers

**STRATEGY: SUPPORTING CHILDREN’S EDUCATION**

**OBJECTIVES**
- Supportive Home Environment
- Meeting Basic Educational Needs (enrollment, transportation, school supplies, clothing)
- Assessing Developmental Readiness
- Support for Child to Learn the Family’s Language and Culture
- Understanding Cultural Norms
- Understanding U.S. Education System
- Planning for College and Career
- Supporting Child’s Academic Progress
- Parent Engagement
- Digital Literacy for Parents/Families
- Engaging in Extracurricular Activities
- ESL for parents

**STRATEGY: ACCESSING CARE SERVICES**

**OBJECTIVES**
- Understanding the Importance of Early Childhood Education
- Locating, Choosing and Evaluating a Care Provider
- Monitoring a Care Provider
- Paying for Childcare
- Paying for Eldercare
- Care Services for the Disabled or III
- Managing Care Provided by Family
- Respite Care

**STRATEGY: PROVIDING FOR FAMILY NEEDS**

**OBJECTIVES**
- Living-wage and Stable Employment for Providers
- Housing, Food and Transportation Resources
- Support Family Living Abroad
- Legal Support
- Safety and Security
- Physical and Mental Health
Immigrant Integration 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

**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

**HEALTH AND WELL-BEING**
1. Health Insurance coverage
2. Level of access to health care services
3. Managing Health Conditions

**PARTICIPATION IN CIVIC AND COMMUNITY LIFE**
1. Social Capital
2. Civic Engagement
3. Use of Municipal Services
4. Community Engagement
5. Volunteering
Possible Uses of the Framework

- **Individual Immigrant**
- **Policymakers**
- **Multi-Sector Collaboratives**
- **Community Members**
- **Workforce Development Agencies**
- **Employers**
- **AEBG Consortia**
- **Education and Community Organization Leadership**
- **Education: Classroom Use**

| Individual Immigrant | • goal setting tool  
| • connect people to resources  
| • assessment tool  |
|-----------------------|------------------|
| Policymakers          | • use immigrant integration metrics validate services to immigrants  
| • evaluate services against immigrant integration outcomes  
| • identify gaps in services  
| • support and expand community resources  |
| Regional Multi-Sector Collaboratives | • enhance collaboration  
| • assess landscape of immigrant integration services  
| • improved referral system, warm hand off  
| • common set of metrics  
| • build no wrong door infrastructure  |
| Community members     | • awareness and understanding of immigrant integration  
| • identify shared goals  
| • community dialogue  
| • understanding of the role of receiving community  |
| Workforce Development Agencies | • collaboration opportunities with adult education and service providers  
| • streamlining of services  
| • accelerating immigrant’s career success  |
| Employers             | • understanding of unique needs and contributions of immigrants  
| • workplace based immigrant integration services  
| • hiring of foreign educated professionals  |
| AEBG Consortia        | • validate all aspects of immigrant integration  
| • include metrics for immigrant integration  
| • invest in community partnerships to better serve immigrant students  |
| Education and Community Organization leadership | • program design  
| • integrated services  
| • collaboration across service providers  
| • case management, counseling, advising students or clients  
| • professional development opportunities  |
| Education: classroom  | • connecting students to resources  
| • curriculum design  |

Immigrant Integration Framework, Executive Summary, p5
What’s next?

• Framework distribution and dissemination

• Policy Advocacy: AEBG Data and Accountability

• ELL Workforce Navigator Pilot

• Emerging partnerships with city and county government

• Implementation project with SBCAE
ALLIES – SBCAE project overview

Looking at SBCAE operations through an immigrant integration lens

Inside the classroom
  - Curriculum, instruction, professional development

Outside the classroom
  - Cultural competency, support staff, transition specialists

Community Connections
  - Asset mapping, reciprocal referral pilot

Data and Accountability
  - IIF metrics
Inside the classroom: curriculum

**EL Civics**
- 53 different COAPPS
- **Competency Areas:**
  - consumer econ, community resources, health, employment, government & law, transitions, civic participation, career pathways

**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 advancement, health and wellbeing

**OBVIOUS OVERLAP!!**
Immigrant Int & EL Civics Mapping Project

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Supporting Objectives</th>
<th>COAPP directly related to supporting objective</th>
<th>COAPP tangentially or generally related to supporting objective</th>
<th>NO COAPP for supporting objective</th>
<th>COAPP not suitable for supporting objective</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Home environment that supports children</td>
<td>13.6, 21.4, 21.5, 21.6</td>
<td>17.4, 17.5, 17.6 (community problems in general)</td>
<td>24.4 preventing/reporting home accidents</td>
<td></td>
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<td></td>
<td>meeting basic educational needs</td>
<td>enrollment in school: 13.4, 13.5</td>
<td>transportation</td>
<td>school supplies: 13.6 (ways to be a successful learner i.e. organize school work in binder, not about paying for supplies)</td>
<td>clothing</td>
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<td></td>
<td>assessing developmental readiness</td>
<td>identifying barriers</td>
<td>building on children's assets: 21.4, 21.5, 21.6 (general parenting skills)</td>
<td>23.4, 23.5, 23.6, 23.7 (find info about community service/gov't agencies)</td>
<td></td>
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<td></td>
<td>support for child to learn family's language, culture and traditions</td>
<td>20.5, 20.6, 20.7 - finding extracurricular activities for kids and adults</td>
<td>22.4, 22.5, 22.6 (finding cultural, leisure and recreational resources)</td>
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<td>understanding cultural norms</td>
<td>13.4, 13.5, 13.6</td>
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<td></td>
<td>understanding US Education system</td>
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Outside the classroom

• Professional Development for support staff, frontline staff, counselors, transition specialists
  • Immigrant Integration Framework goal areas, strategies, supporting objectives
  • Cultural competency
  • Community Resources and Referrals
Community Connections: Asset Mapping

- Interactive map
- Resource database mapped against framework goal areas
- Immigrantinfo.org

Tool for teachers, case managers, navigators, transition specialists

Assessment of region’s ability to meet immigrant integration needs
Community Connections: Referral

- Human Centered
- No Wrong Door
- Warm Hand Offs
- Shared Data
Data and Accountability

• IIF metrics included in AEBG data and accountability measures
• Alignment with partner data systems: workforce, support services
• At local and state level
Questions? Comments?

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