OCEANS OF OPPORTUNITY FOR IMMIGRANT STUDENTS

AEP CONSORTIA & IMMIGRANT INTEGRATION

December 9, 2018
CATESOL Conference,
Anaheim CA
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
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
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
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
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

1. Participation in Civic & Community Life
2. English Proficiency
3. First Language Literacy
4. Linguistic Integration
5. Educational & Career Advancement
6. Providing for Children & Family
7. Social Integration
8. Economic Integration
9. Credentials & Residency
10. Health & Wellbeing
11. Economic Security
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

**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

**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

**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
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

IMMIGRANT INTEGRATION FRAMEWORK IMPLEMENTATION 2018 - 2019
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
Building Adult School and expanding Community College student support infrastructure

CACE

Upwardly Global

Sacred Heart

Catholic Charities

Gardner Family Health
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
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
- First Language Literacy
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 advancement, health and wellbeing

OBVIOUS OVERLAP!!
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**

<table>
<thead>
<tr>
<th>Key</th>
<th>COAAP directly related to objective</th>
<th>COAAP partially related to objective</th>
<th>Not existing COAAP for supporting objective</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Civic Education</th>
<th>Volunteering and Leadership</th>
<th>Cultural Capital and Cross-Cultural Understanding</th>
<th>Understanding of Immediate Community</th>
<th>Personal and Community Networks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Objectives</td>
<td>EL Civics COAAPS</td>
<td>Supporting Objectives</td>
<td>EL Civics COAAPS</td>
<td>Supporting Objectives</td>
<td>EL Civics COAAPS</td>
</tr>
<tr>
<td>Understanding of Rights, Immigration, and Naturalization</td>
<td>Access to Leadership Development</td>
<td>Understanding of U.S. Cultural Diversity and Norm</td>
<td>Understanding of Region (geography, economy)</td>
<td>Build Affinity Group Connections</td>
<td></td>
</tr>
<tr>
<td>Understanding of U.S. History</td>
<td>Active Volunteering</td>
<td>Understanding Workplace Workplace norms</td>
<td>Shared Understanding with Receiving Community</td>
<td>Participate in Events</td>
<td></td>
</tr>
<tr>
<td>Understanding of Local Government</td>
<td>Building Fundraising Experience</td>
<td>Celebration of Immigrant Culture</td>
<td>Understanding and Coping with Discrimination</td>
<td>Participate in Organized Activities</td>
<td></td>
</tr>
<tr>
<td>Citizenship Exam</td>
<td>Natuization process</td>
<td>Leadership in Faith Communities</td>
<td>Research the community issue</td>
<td>Build Co-Worker Relations and Professional Networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engagement in Social and Political Issues</td>
<td>Improve Social Confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Visit Public Spaces and Community Resources</td>
<td></td>
</tr>
</tbody>
</table>
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
NEXT STEPS

- EL Civics Regional Conferences – Immigrant Integration Sessions
  - Pasadena, Jan 18
  - Sacramento, Feb 1
  - Anaheim, Feb 22
  - Fresno, March 8

Registration open – www.casas.org
Overview
https://www.burlingtonenglish.com/quick-tour/

- Blended learning: face to face instruction + anytime anywhere access
- Different courses:
  - Digital Literacy: using your computer
  - Burlington Basics
  - English in America
  - Everyday English
  - Advanced English
  - Career Exploration and Soft Skills
  - Blended Learning
Alignment with IIF

- **High alignment:**
  - Economic Security
  - Educational and Career Advancement

- **Medium alignment:**
  - Providing for Children and Family
  - Credentials and Residency
  - Health and Wellbeing

- **Low alignment**
  - Participation in Civic and Community Life
Overview

- Designed for use in CBO settings
- Model focused on the civic, linguistic and economic integration of immigrants and refugees
- Digital Literacy and Community Engagement
- Social learning: peer-to-peer interactions, project-based learning
- Instructional philosophy of community, digital literacy, and instructional adaptability vs rigid standardized testing and methodology
- Multilevel cohort model + coaches
Alignment with IIF

- High Alignment
  - Educational and Career Advancement
- Medium
  - Economic Security
  - Providing for Children and Family
  - Participating in Civic and Community Life
- Low
  - Credentials and residency
  - Health and wellbeing
EXAMPLE:

GOAL MAP A: ECONOMIC SECURITY
STRATEGY 1: EMPLOYMENT AND CAREER PROGRESSION

<table>
<thead>
<tr>
<th>Supporting Objectives</th>
<th>EL Civics</th>
<th>Burlington English</th>
<th>English Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career Navigation, Job Search Skills and Labor Market Info</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Build Professional Networks</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Digital Literacy</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Employment Rights Knowledge: Connect to Union and Workers’ Rights Info</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. EXpand Entrepreneurship Capacity</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. Documentation legal status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. English Proficiency</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Educational Attainment: Degrees, Certificates and Credentials</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9. Cultural / Civic Competency</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
1) **Gaps = areas of opportunity. Or not?**

Identify consistent gaps across 3 curricula, in each goal area

**Example: Economic Security**
- Utilities Cost Optimization
- Debt Counseling and Assistance
- Retirement and Disability income

**Example: Civic and Community life**
- Census
2) **Ill curriculum already exist. Let’s make it even better!**

Opportunities to enhance existing content – complementarity of curricula:

- Volunteering and service learning
- Voter rights and registration
- Community organizing and leadership development
- Entrepreneurship
- KYR
- Coping with discrimination
- Emergency response and disaster preparedness
- Service navigation
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
Progress Report Jan 2019
Continuation of ALLIES/SBCAE project through June 2019 (and beyond – 3YRP)
Guidance from AEP office – Summer 2019
Let’s stay in touch! ilse@allies4innovation.org