AEBG CONSORTIA & IMMIGRANT INTEGRATION: Building on the Historic Mission of Adult Ed.

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OVERVIEW

1. Overview: Why Immigrant Integration? Why adult education?
2. Immigrant Integration Framework Overview
3. SBCAE/ALLIES IIF Implementation Project
4. Building on our Current Systems: CASAS
5. Q & A
Context:
- Changing state demographics: invest in future workforce and communities - positive economic & social benefits
- AEBG consortia play a central role in welcoming newcomers
- Pivotal moment: adult education reform

Vision: integrated service delivery system that places equal value on college, career and community outcomes for our students

Project Goals: Framework, Metrics, Policy Advocacy
What is adult education?

Old St. Mary’s Cathedral
San Francisco, 1856
**Educational attainment**: foreign born 3x (young adults) to 4x (over 25y) more likely to lack HSD

- **CA LEP individuals**: 6,219,000

- **Foreign born are significantly more likely to earn below 100 or 200 % federal poverty line**: 43% below 200% vs 28% of native born

- **Large share of immigrant population are of working age and are parents of young children**

- **Foreign born 2x as likely to lack health insurance**

- **25% of CA immigrant population undocumented**
Immigrants and WIOA Services Fact Sheet, Migration Policy Institute, 2015.

- CA faces significant challenges in equitably reflecting the significant and wide range of LEP learner needs and goals

- CA’s LEP residents include those who need AEFLA services but may not seek the employment or postsecondary transition and completion goals that are the primary focus of the law’s narrow accountability measures

- The record of career pathway models and other training programs in providing equitable access to individuals who are low-educated and/or LEP is very weak

- “Braided” title I + II funding may inadvertently place title II funds out of reach of those seeking ESL for citizenship and participation in civic life
62% of ESL Learners were functioning at a CASAS scale score of 210 or below
California WIOA, Title II Data

Enrollment


ESL   ABE   ASE

California WIOA, Title II Data

CASAS presentation for CAEAA 1-22-18
California WIOA, Title II Data PY 2016-17
ESL Learners

- Qualified for Federal Reporting: 192,363
- Total Number of Periods of Participation (POPs): 218,945
- Percentage of POPs with Measurable Skill Gains: 41.2%
AEBG is charged with being a key partner in the system that will develop the California Workforce for the future.

Many local Workforce Development Boards’ plans are required to develop new strategies to serve English learners.

In our county, 51% of residents speak a language other than English at home. 40% are immigrants.

5% of participants in our local Title I programs are English learners.
FRAMEWORK DEVELOPMENT PROCESS

- SBCAE annual plan
- Design group including multiple 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
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 José 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
An innovative way to identify, implement and measure the critical factors for successful immigrant integration

Framework Developed (2016) and Published (2017) by ALLIES and community partners

Expression of ALLIES’ mission - way to operationalize our vision
THE FRAMEWORK: 8 GOAL AREAS
Participation in Civic and Community Life

Volunteering, Organizing and Leadership

Civic Education

Understanding Immediate Community

Expanding Personal and Community Networks

Building Cultural Capital

Visit communal public spaces

Strengthen relationships with co-workers

Socialization and celebrations with immigrant groups

Shop for goods or services in diverse communities

Participation in organized activities
METRICS

**ECONOMIC SECURITY**
1. Monthly income (an estimate of total income change over the 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

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

**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

**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, instruction, professional development

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

4. Data & Accountability
   - IIF metrics, state policy advocacy

5. Strategic Oversight Group
   - Community Stakeholder engagement
COMMUNITY CONNECTIONS: ASSET MAPPING

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

Tool for teachers, case managers, transition specialists
Assessment of region’s ability to meet immigrant integration needs
RECIPROCAL REFERRAL: PROGRAM MODEL

Children & Family

Grail Family Services

Spark Point

Economic Security

Credentials & Residency

Amigos de Guadalupe

Workforce

Civic & Community

School Arts & Culture

SJECCD

Health & Wellbeing

Somos Mayfair

Education & Career

East Side Adult Ed

English Skills

Literacy

50 participants
INSIDE THE CLASSROOM: CURRICULUM, INSTRUCTIONAL DESIGN

- Cross reference between EL Civics and IIF: COAPPS, competency areas and IIF goals, strategies & objectives
- Integration with CCRS and ELPS
- Collaborative planning with community partners
- Inventory of best practices: curriculum and program models
OUTSIDE THE CLASSROOM

- Professional Development for support/ frontline staff, counselors, transition specialists
  - Immigrant Integration Framework goal areas, strategies, supporting objectives
  - Cultural competency
  - Community Resources and Referrals
PLEASE NOT ONE MORE THING
CURRENT DATA AND ACCOUNTABILITY

- Supporting Immigrant Integration is a core function of AEBG consortia … and we are already doing it.
- Stanford Immigration Policy Lab tool can be used to provide baseline data
- EL Civics mapping is done and can be shared.
- The AEBG Supplemental Report to the annual data collection specifically calls out reporting on Immigrant Integration
160 Agencies were funded by EL Civics

- 60 EL Civics funded agencies used the Integrated EL Civics 243 funding

More than 179,000 adult learners enrolled in EL Civics programs

- 21,600 learners enrolled in Citizenship Preparation
  - Over 12,000 learners passed the CASAS Government and History for Citizenship test
  - 3,700 passed the CASAS Citizenship Interview Test

- 137,397 learners enrolled in Civic Participation
  - More than 90,000 learners took performance-based additional assessments, and
  - 90 percent passed one or more additional assessments

- 76,705 learners enrolled in Integrated EL Civics (IELCE)
  - 60 percent passed one or more of the 243 IELCE performance-based additional assessments
<table>
<thead>
<tr>
<th>CO #</th>
<th>Additional Assessment Plan Description</th>
<th>Total Agencies Selected</th>
<th>Total Assessments Administered</th>
<th>Total Learners Passed</th>
<th>Total Learners Passed %</th>
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<tbody>
<tr>
<td>033C</td>
<td>Identify and access employment and training resources needed to apply for a job.</td>
<td>88</td>
<td>33,809</td>
<td>31,718</td>
<td>93.8%</td>
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<tr>
<td>046C</td>
<td>Access resources for nutrition education and information related to the purchase and preparation of healthy foods</td>
<td>46</td>
<td>20,683</td>
<td>19,134</td>
<td>92.5%</td>
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<tr>
<td>026C</td>
<td>Identify and access free or low cost medical, dental, and other health care services.</td>
<td>12</td>
<td>17,977</td>
<td>17,291</td>
<td>96.2%</td>
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<tr>
<td>012C</td>
<td>Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals</td>
<td>28</td>
<td>15,301</td>
<td>14,263</td>
<td>93.2%</td>
</tr>
<tr>
<td>037C</td>
<td>Identify and demonstrate qualities of an effective employee in the American workplace in order to get a job, keep a job or get a better job</td>
<td>27</td>
<td>14,623</td>
<td>13,434</td>
<td>91.9%</td>
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<td>014C</td>
<td>Identify educational opportunities and research education/training required to achieve a personal goal.</td>
<td>32</td>
<td>13,569</td>
<td>12,552</td>
<td>92.5%</td>
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<td>028C</td>
<td>Access the health care system and be able to interact with the providers.</td>
<td>58</td>
<td>13,428</td>
<td>12,157</td>
<td>90.5%</td>
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<tr>
<td>013C</td>
<td>Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.</td>
<td>47</td>
<td>9,993</td>
<td>9,029</td>
<td>90.4%</td>
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<td>040C</td>
<td>Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.</td>
<td>42</td>
<td>8,513</td>
<td>7,788</td>
<td>91.5%</td>
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<td>011C</td>
<td>Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.</td>
<td>29</td>
<td>6,063</td>
<td>5,618</td>
<td>92.7%</td>
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MAKING THE RIGHT CONNECTIONS

- Immigrant Integration can be written into your next 3-year regional plan.
- Immigrant Integration, serving communities of need, will inform our policy advocacy this budget cycle.
- Immigrant Integration will build stronger connections with public and private partners.
Q & A