

# Adult Education and Immigrant Integration in CA

Effective Practices Across the  
Immigrant Integration Framework



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*Please provide your name, institution,  
and role in the chat box*



# Who We Are

Peter Simon

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*We convene partnerships to open doors to equitable, inclusive employment opportunities and career advancement.*



# Objectives

1. Learn about AB 2098 and California's commitment to immigrant integration
2. Become familiar with the ten-element Immigrant Integration Framework
3. Hear about recent research on CAEP effective practices related to immigrant integration
4. Hear from a panel of adult education leaders who have been focusing on immigrant integration
5. Exchange ideas about future directions in supporting immigrant integration



# AB 2098 and California's Commitment to Immigrant Integration



# CAEP Services CA's Many Immigrants

- 10.6 immigrants in California — 26.8% of population
- 340,000 English learners served annually by CAEP
- CAEP supports language acquisition and so much more... documented now in our EL Civics program Civic Objectives and Additional Assessment (COAAP) metrics and tracking of services received...



# What is Immigrant Integration?

*Immigrant integration is a two-way process in which immigrants are embraced and welcomed by the receiving society with effective, culturally relevant, and linguistically accessible programs and services that facilitate and provide: upward social and economic mobility, increased civic participation, and multigenerational integration to build secure, thriving, and inclusive communities.*

(AB 2098 Work Group)



# California's Commitment to Supporting Immigrant Integration

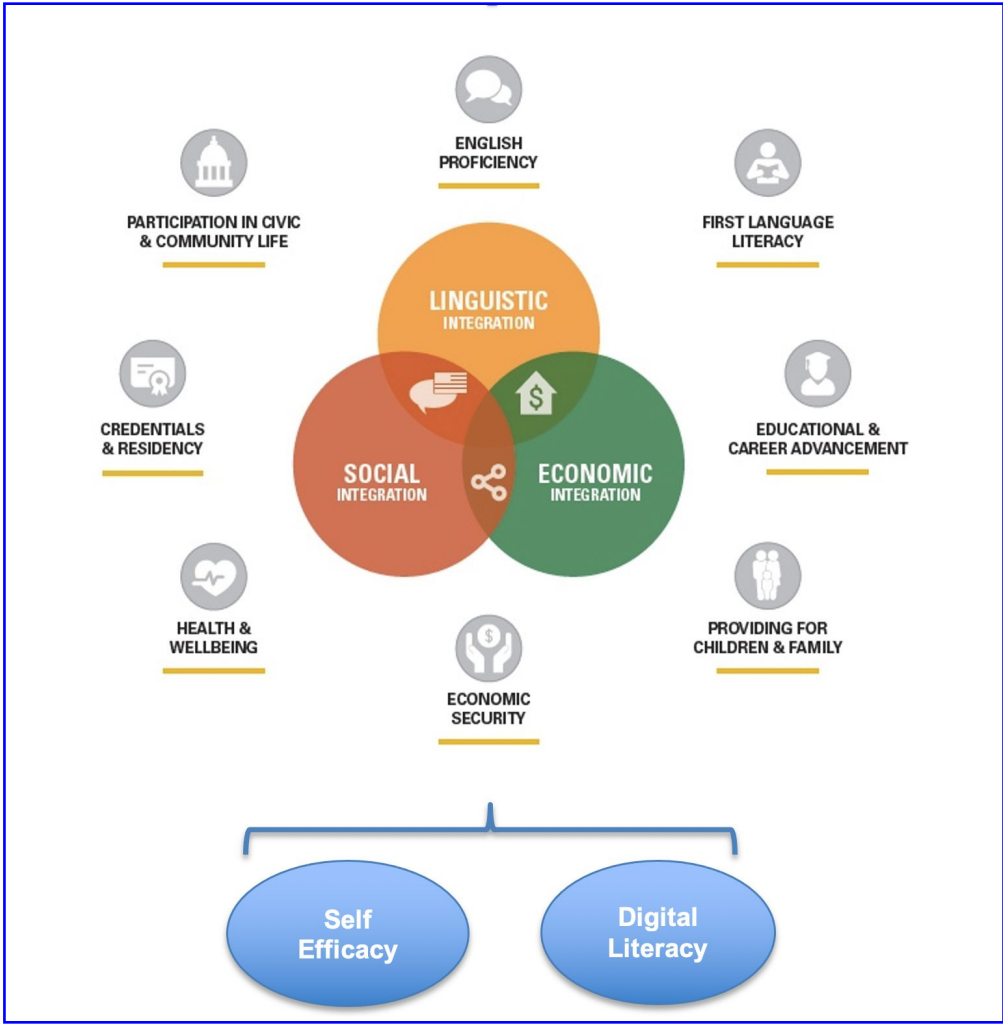
- 2015: Statewide Director of Immigrant Integration position established (SB 84)
- 2018: CAEP directed to measure immigrant integration need and service effectiveness (AB 2098)
- 2019: AB 2098 Work Group Recommendations





# California's Immigrant Integration Framework





# How Can the Framework Be Used?

- Guide to assessing community needs and internal capacity
- Way of communicating a range of programs & services
- Guide for developing partnerships across the ten elements, using shared language
- Guide for individual needs assessment and goal-setting
- Focus areas for curriculum development and program design
- Guide to identifying appropriate metrics



# How Can Consortia Use COAAPs to Demonstrate Outcomes?



# Immigrant Integration Effective Practices Among CAEP Consortia



# How are CAEP Consortia Supporting Immigrant Integration?

Interviews were conducted with administrators and instructors representing 20 consortia in all regions of the state

Questions were asked about:

- Curriculum and instruction
- Student support services
- Partnerships and referrals
- Staff roles
- Data management
- Funding sources



# Adult Education and Immigrant Integration in California:

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Authored By: Jennie Mollica and Peter Simon  
High Road Alliance



# Curriculum and Instruction

- Integration of ESL with other content areas and immigrant integration topics
- Integrated Education and Training (IET)
- Family literacy instruction
- Mirrored courses





## EXAMPLE: Mirrored Classes

*One consortium now offers all six levels of ESL classes in a mirrored non-credit/credit format, notably ensuring their accessibility among undocumented students for whom federal financial aid for college courses is not an option.*



# Student Support Services

- Identification of student needs across the II Framework
- Native language services
- “Embedded” or integrated support services
- Bilingual tutoring
- Support related to residency status
- Bridging adult and postsecondary education



## EXAMPLE: Support Related to Residency Status

*State Center Adult Education Consortium* counselors advise undocumented adult education students on financial aid options and provide a “warm hand-off” to member colleges or partners to ensure the students know how to obtain attendance verification and fill out the California Dream Act application and AB 540 Affidavit.



# Partnerships and Referrals

- Seamless ESL pathways across institutions
- Smoothing college enrollment process for immigrants
- Co-located instruction and services
- Transition specialist staff
- Partnerships with community-based organizations, legal service providers, public libraries, and others



## EXAMPLE: Supporting seamless pathways and leveraging provider resources

*In the Coast Adult Education Consortium, an adult school and its neighboring community college district have established an Inter-agency Service Agreement (ISA) allowing the community college to deliver noncredit classes at the adult school site. Students access the classes at a convenient and familiar location and at no cost, the adult school records their learning outcomes, and the community college receives state Full-Time Equivalent Student (FTES) payment for its instruction.*



# Our Panelists

- Usha Narayanan, South Bay Adult Education Consortium
- Ilse Pollett, South Bay Adult Education Consortium
- Naomi Sato, Glendale LEARNS
- Jan Young, Glendale LEARNS
- Nancy Miller, Sonoma Adult Education Consortium



What does immigrant integration mean  
to you?



What are you doing to support  
immigrant integration?





How are you capturing data to show success?



What have been the most significant challenges with immigrant integration, and how have you addressed them?



How are you using CAEP funds and other resources to do what you're doing?



Do you have any closing thoughts or a final take-away to share?



Q&A  
Discussion &  
Sharing Effective Practices



## Closing

- Webinar evaluation survey link (in chat)
- Reach out to today's presenters and panelists!
- Read the briefs (link in chat)
- Immigrant Integration Effective Practices Peer Learning Circle - April 15, 10am
- Look out for future invitations to join a CAEP community of practice



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