

AEBG CONSORTIA & IMMIGRANT INTEGRATION

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AEBG Summit

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OVERVIEW

- 1 Welcome and Introductions
- 2 Immigrant Integration Framework Overview
- 3 SBCAE/ALLIES IIF Implementation Project
- 4 Conclusion
- 5 Q & A

ALLIES



ALLIES' mission is to support **English-learner adults** in achieving success in their **educations, careers and communities.**

Alliance for
Language
Learners
Integration,
Education and
Success

www.allies4innovation.org

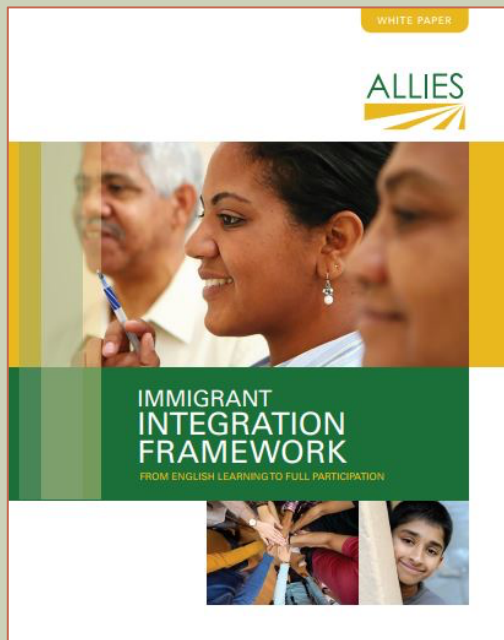


SOUTH BAY CONSORTIUM FOR ADULT EDUCATION

- 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



IMMIGRANT INTEGRATION FRAMEWORK



- 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

WHY? Context, Vision & Goals

- 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

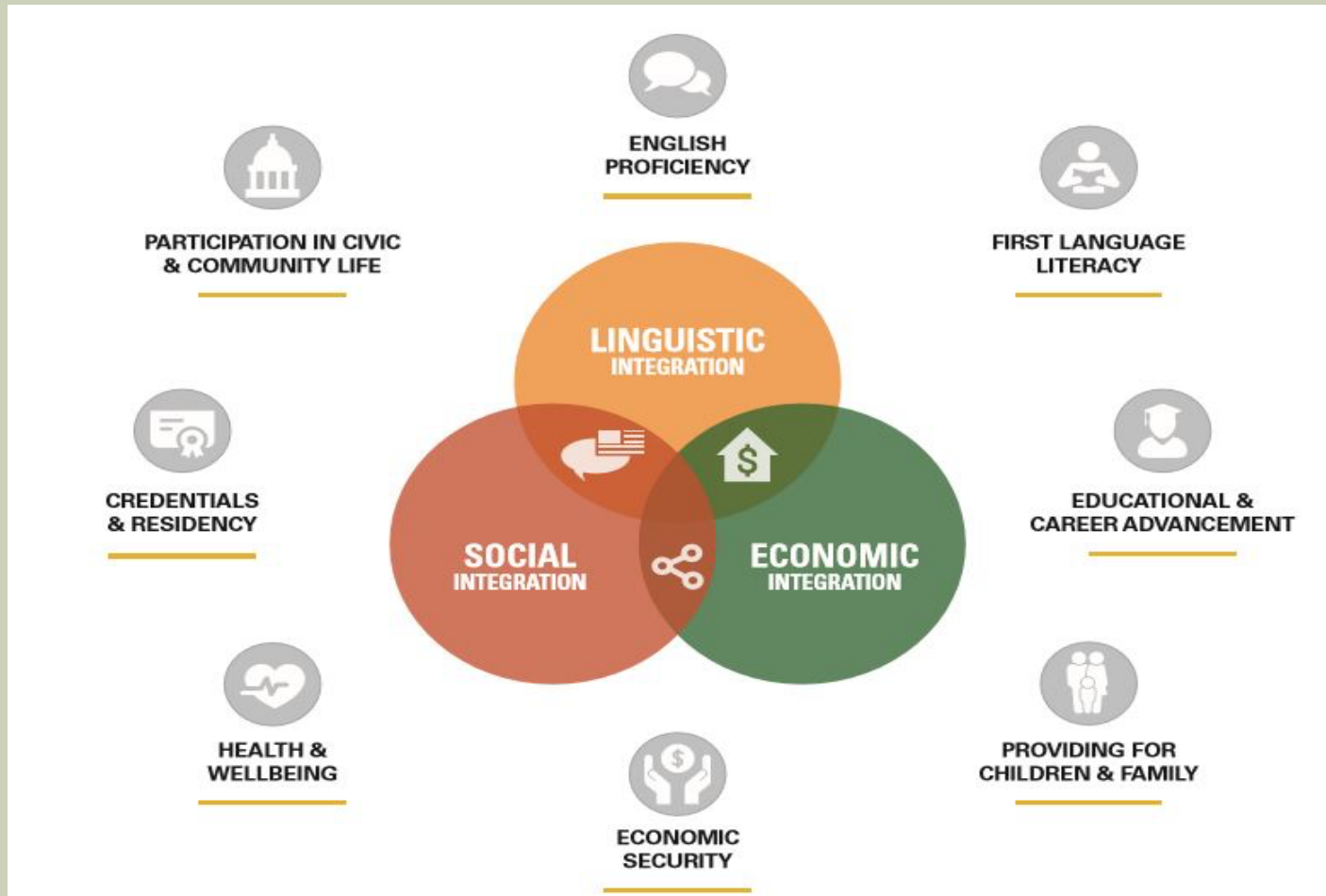
FRAMEWORK DEVELOPMENT PROCESS



WORKING PARTNERSHIPS USA

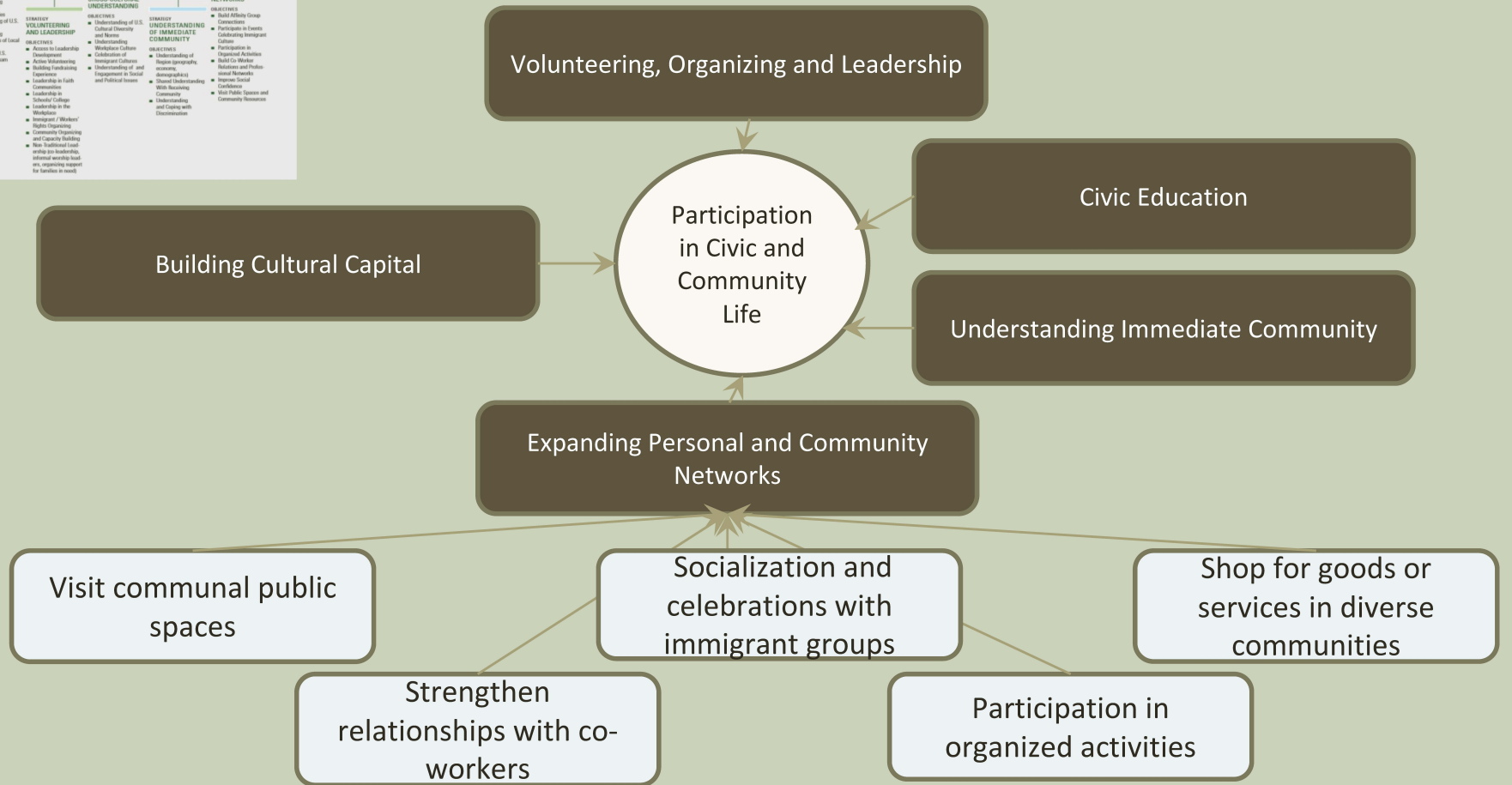
- SBCAE annual plan
- Design group including multiple stakeholders
- Community input from July 2016 Immigrant Integration Forum
- Stakeholder input from 2016 ALLIES ESL Provider Network (EPN) meetings
- Briefings of SBCAE Steering Committee and Transition Specialists

THE FRAMEWORK: 8 GOAL AREAS



GOAL MAP EXAMPLE: CIVIC ENGAGEMENT

STRATEGY: CIVIC EDUCATION	STRATEGY: VOLUNTEERING AND LEADERSHIP	STRATEGY: CULTURAL CAPITAL AND CROSS-CULTURAL UNDERSTANDING	STRATEGY: UNDERSTANDING OF IMMEDIATE COMMUNITY	STRATEGY: PERSONAL AND COMMUNITY NETWORKS
OBJECTIVES <ul style="list-style-type: none"> Understanding of Rights and Responsibilities Understanding of U.S. History Understanding of Local Government Passing the U.S. Citizenship Exam 	OBJECTIVES <ul style="list-style-type: none"> Access to Leadership Development Action Monitoring Building Fundraising Experience Leadership in Youth Communities Leadership in Schools/Colleges Leadership in the Workplace Managerial/Workers' Rights Organization Community Organizing and Capacity Building Non-Traditional and other role models, diverse working hours, organizing support for families in need 	OBJECTIVES <ul style="list-style-type: none"> Understanding of U.S. Cultural Elements and Norms Understanding of Multicultural Culture Collaboration of Immigrant Culture Understanding of and Engagement in Social and Political Issues 	OBJECTIVES <ul style="list-style-type: none"> Understanding of Neighborhood Understanding of Immigrant Community Shared Understanding of Neighborhood Understanding and Capacity with Discrimination 	OBJECTIVES <ul style="list-style-type: none"> Build Active Group Connections Participate in Events Collaborate Immigrant Culture Participate in Organized Activities Build On Worker Relations and Professional Networks Improve Social Confidence Visit Public Spaces and Community Resources



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



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

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

WHAT'S NEXT for ALLIES?

- Framework distribution and dissemination
- Policy Advocacy: AEBG Data and Accountability, CCAE, CAEAA
- ELL Workforce Navigator Pilot
- Emerging partnerships with city and county government
- Implementation project with SBCAE

IMMIGRANT INTEGRATION PROJECT OVERVIEW

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

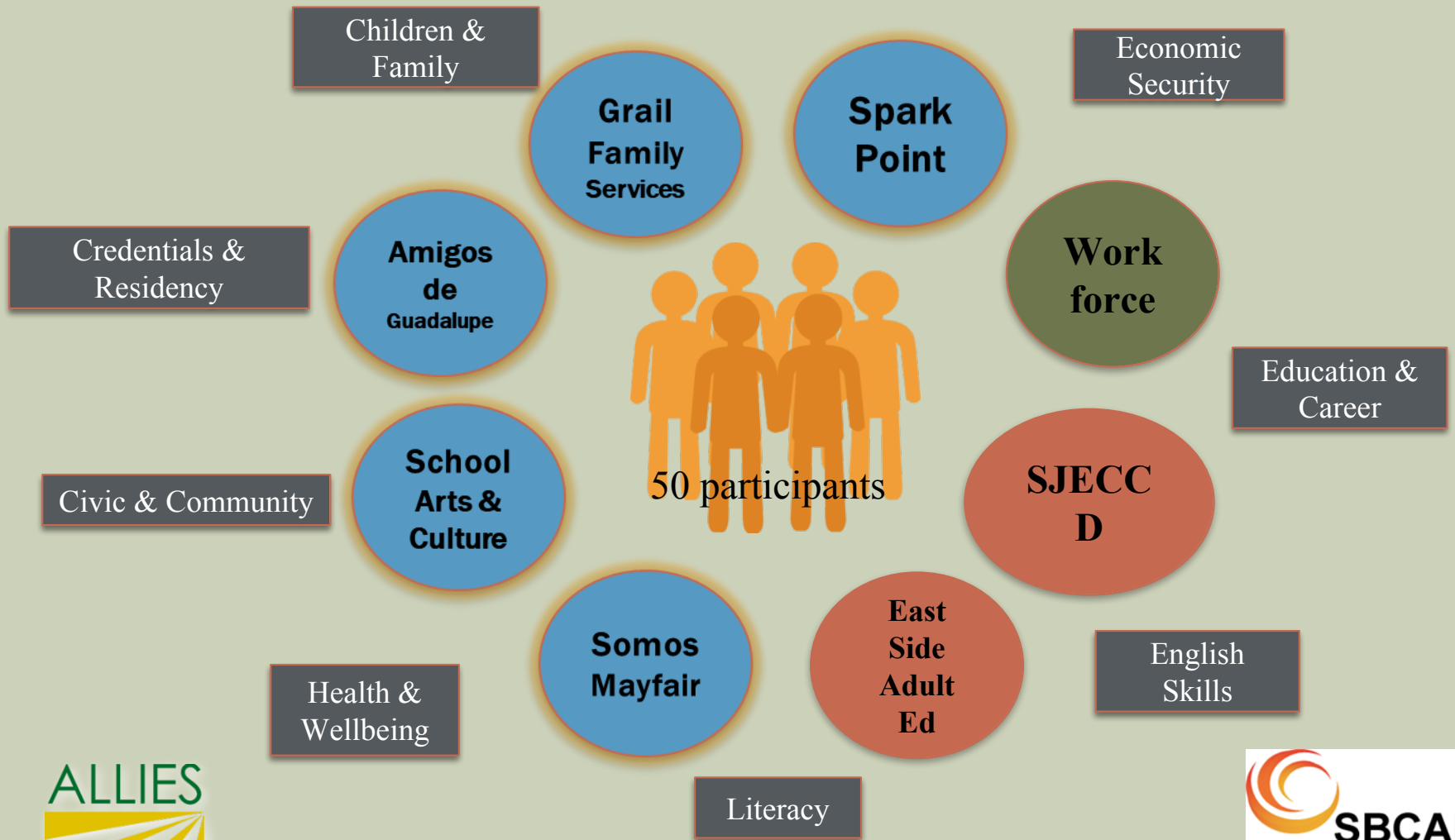
COMMUNITY CONNECTIONS: ASSET MAPPING

- 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



ASSESSMENT AND REFERRAL

- No Wrong Door model
 - Participants can enter the system at any partner organization
 - Intake and assessment happens at receiving org
 - Reciprocal referrals between partner orgs
- Assessment
 - Common intake form
 - Linguistic: CASAS
 - Economic: CBO questionnaire / self-sufficiency standard (SparkPoint tool)
 - Social: Stanford Immigration Policy Lab survey
- Data tracking: CommunityPro
 - One common referral management and data tracking system

INSIDE THE CLASSROOM: CURRICULUM, INSTRUCTIONAL DESIGN

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

- 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



DATA & ACCOUNTABILITY

- What is already being captured? Where?
- How can data systems be responsive to Immigrant Integration outcomes?
- How can data be shared among partners?

CONCLUSION

- Supporting Immigrant Integration is a core function of AEBG consortia ... and you're already doing it!
- Community partners are key to success ... and you probably already know who they are!
- Capturing data is important ... it validates what you do!
- Sharing data among providers is possible ... learn along with us!
- Immigrant Integration can be written into your 3-year regional plan ... the time is now!
- Policy advocacy will amplify our vision ... join us!

Q & A

- Questions? Comments?
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