Agenda

- Introductions and Objectives

- The Immigrant Integration Framework

- Teaching the Skills That Matter in Adult Education

- EL Civics and the COAAP System

- Supporting Immigrant Integration at the Classroom Level Through Civics Education

- The New Community of Practice

- Wrap-Up

Participant Introductions

Take a moment to share in the chat...

- Name

- Program

- Role in your program

https://pixabay.com/vectors/hands-silhouette-teamwork-raised-1202488/

From 1 (not at all familiar) to 5 (very familiar), how familiar are you with…

- The Immigrant Integration Framework

- The Teaching Skills That Matter (TSTM) in Adult Education project

- COAAPs

- CALPRO Communities of Practice (CoPs)

Warm Up

Reflect:

- What is one need or challenge your students face when it comes to participating in the community, their children's school, their own education, etc.?

Image source: CC0 Creative Commons https://pixabay.com/illustrations/laptop-to-learn-school-computer-1019763/

Objectives

Through participation in today's session, you will be able to do the following:

- Describe the structure and substance of the Immigrant Integration Framework.

- Describe the purpose of TSTM and how it supports implementation of the Immigrant Integration Framework in the classroom.

- Identify the connections between the TSTM Civics Education lesson plans, COAAPs, and the objectives of the Civic and Community Life Goal Area.

- List the goals, audience, and format of the new community of practice.

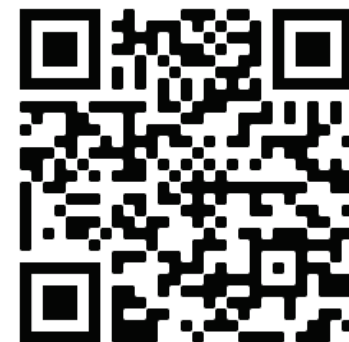# Overview of the Immigrant Integration Framework

What Is Immigrant Integration?

ALLIES

IMMIGRANT
INTEGRATION
FRAMEWORK
FROM ENGLISH LEARNING TO FULL PARTICIPATION
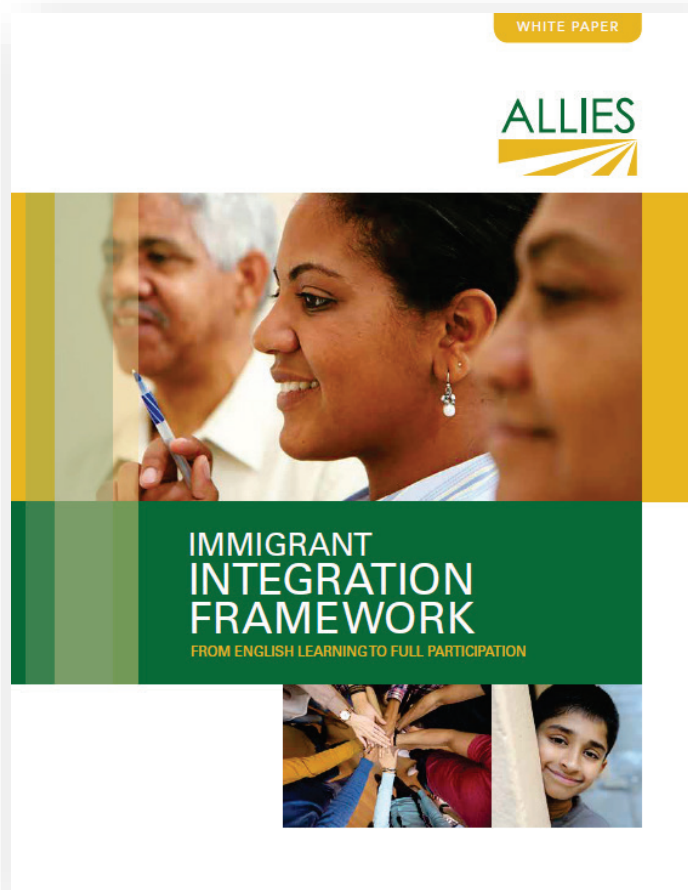
"A two-way process in which immigrants and the receiving society work together to build secure, vibrant, and cohesive communities. Immigrant integration means people are able to succeed in American society through progress in three overall areas: linguistic integration, economic integration and social integration." (p. 3)

https://caladulted.org/DownloadFile/393

The Rationale for the Immigrant Integration Framework

- The future of California depends on immigrants (workforce, economic development, social justice, civics, etc.).

- Immigrants' success depends on more than just the development of English language skills.

- The framework includes a broad set of goals whose attainment will provide comprehensive support for immigrants.

- It also offers a range of adaptable options to fit the diverse needs and goals of immigrants.

- The system map to the right shows the eight goal areas and associated metrics.

- The goal areas are related to one or more of the three domains of immigrant integration.
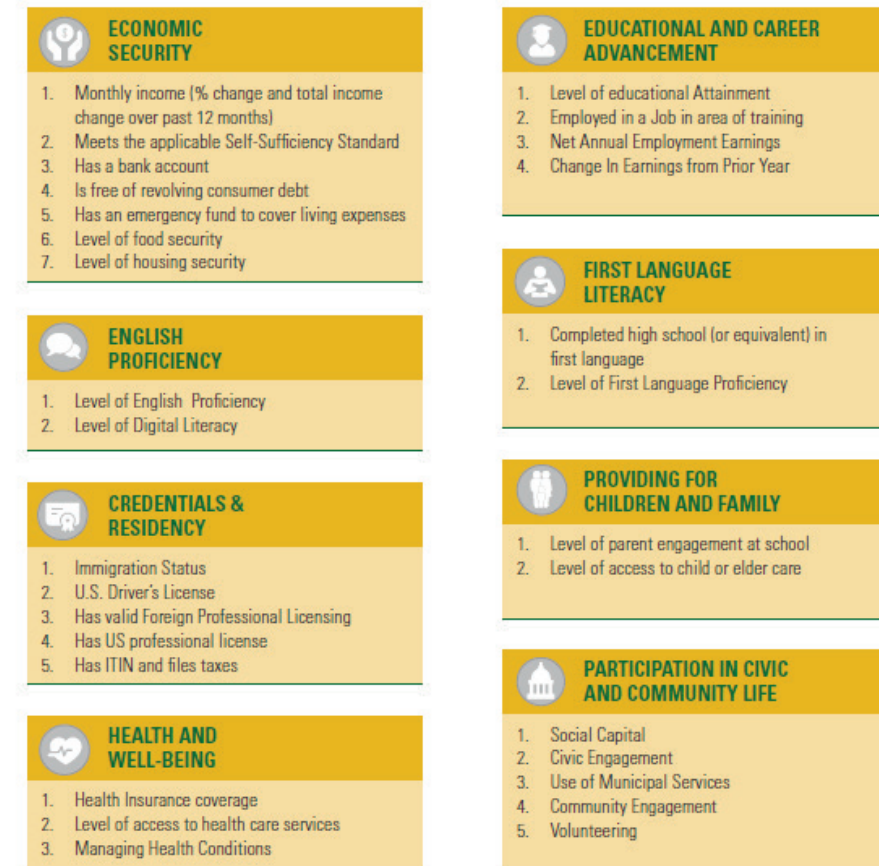
Figure 4: Overview of the Immigrant Integration Framework

Self-Efficacy

Digital Literacy

The Eight Goal Areas

1. Economic Security

2. English Proficiency

3. Credentials and Residency

4. Health and Well-Being

5. Educational and Career Advancement

6. First Language Literacy

7. Providing for Children and Family

8. Participation in Civic and Community Life

Figure 1: Eight Goal Areas and 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

Suggested Uses of the Framework

- Inside the classroom: curriculum, digital literacy, and instructional strategies that promote immigrant integration

- Outside the classroom: navigation, counseling, and advising

- Support services and partnerships: community partners and referrals

- Data collection and reporting: measuring immigrant integration (What is measured now? What can be measured in the future?)

- What role has the Immigrant Integration Framework played in your work? Or what role could it play?

This Photo by Unknown Author is licensed under CC BY-SA-NC.

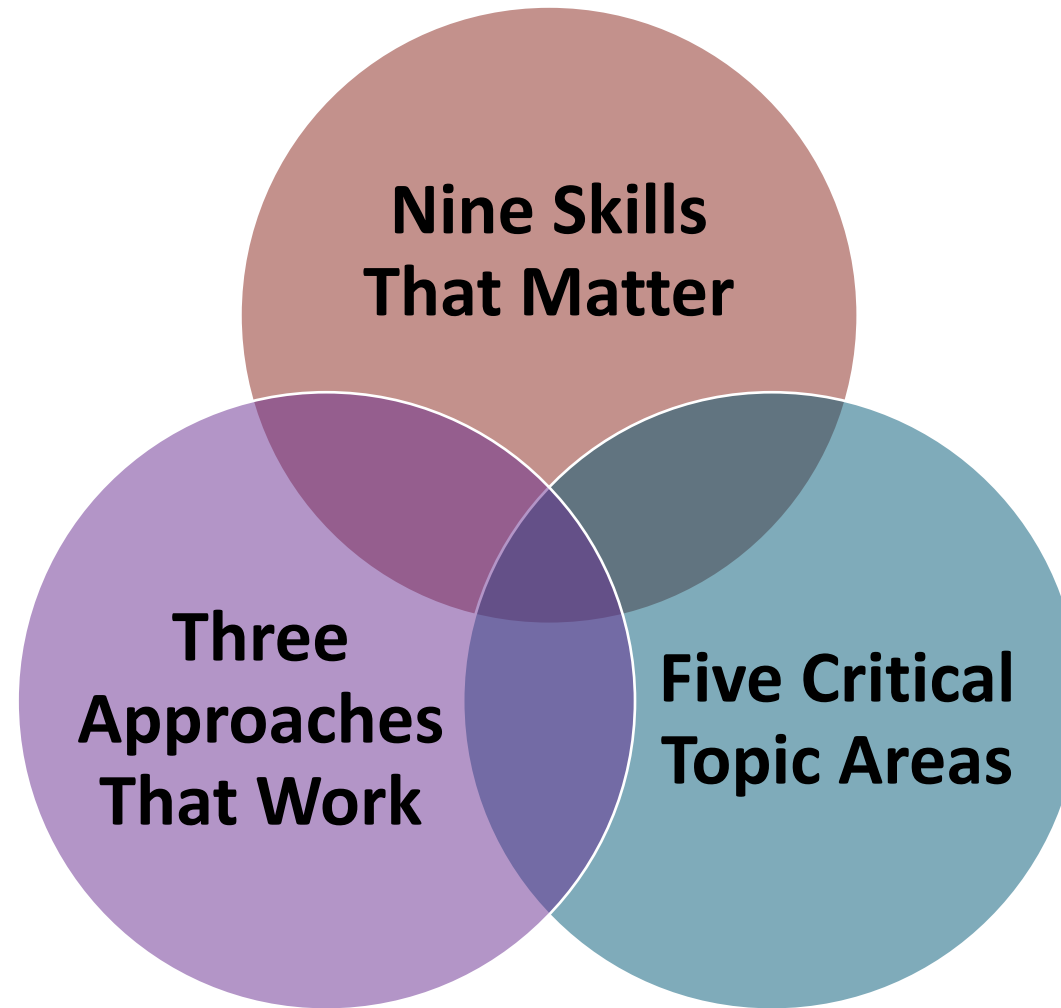# What Is the Teaching Skills That Matter Project?

Overview of the Teaching Skills That Matter Project

- Training and technical assistance project funded by the Office of Career, Technical, and Adult Education (OCTAE)

- Highlights critical content for adult learners and supports teachers to improve instruction

- Focused on central skills that adult learners, including immigrants, need for success in the multiple domains of their lives

Teaching Skills That Matter

Image source: https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education

Components of TSTM

Nine Skills That Matter

Three Approaches That Work

Five Critical Topic Areas

Nine Skills That Matter

Adaptability and Willingness to Learn	Communication	Critical Thinking
Interpersonal Skills	Navigating Systems	Problem-Solving
Processing and Analyzing Information	Respecting Differences and Diversity	Self-Awareness

CALPRO

Five Topic Areas

Civics Education

Digital Literacy

Financial Literacy

Health Literacy

Workforce Preparation

Three Approaches That Work

Problem-Based Learning

Project-Based Learning

Integrated and Contextualized Learning

- Lessons that model and promote teacher instructional practices that support immigrant integration at the classroom level:

  - Integration of language, literacy, soft skills (skills that matter), and meaningful content

  - Active, student-centered learning

  - Community building/team building

  - Application inside and outside of the classroom

TSTM Tools and Resources to Support Instruction

Overview

Civic Education (Tab 1)

Digital Literacy (Tab 2)

Financial Literacy (Tab 3)

Health Literacy (Tab 4)

Workforce Preparation (Tab 5)

Other Tools and Resources (Tab 6)

Source: https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education

EL Civics and the COAAP System

EL Civics is based on a system of civic objectives, or COs, and civic objectives and additional assessment plans, also known as COAAPs. What is the difference?

A **CO** is a general competency that helps students access their community.

For example, CO 33 is "Identify and access employment and training resources to obtain and keep a job."

A **COAAP** is a plan for a performance-based assessment. It has two or more assessment tasks for each student level.

For example, COAAP 33.7 includes "Complete a job application" and "Demonstrate successful job interview techniques."

Civic Objectives Versus COAAPs

EL Civics is based on a system of civic objectives, or COs, and civic objectives and additional assessment plans, also known as COAAPs. What is the difference?

There are 59 civic objectives, all of which can be used for 231 funding. However, only 29 of the 59 have been designated for 243 funding; these are related to workforce preparation and workforce training outcomes.

There are multiple preapproved COAAPs for each civic objective. As of December 2021, there were 170 COAAPs. Based on an assessment of students' needs, agencies can revise preapproved COAAPS or write new ones, although those must be approved by CASAS.

Supporting Immigrant Integration in the Classroom Through Civics Education

Classroom Support for Civics Education
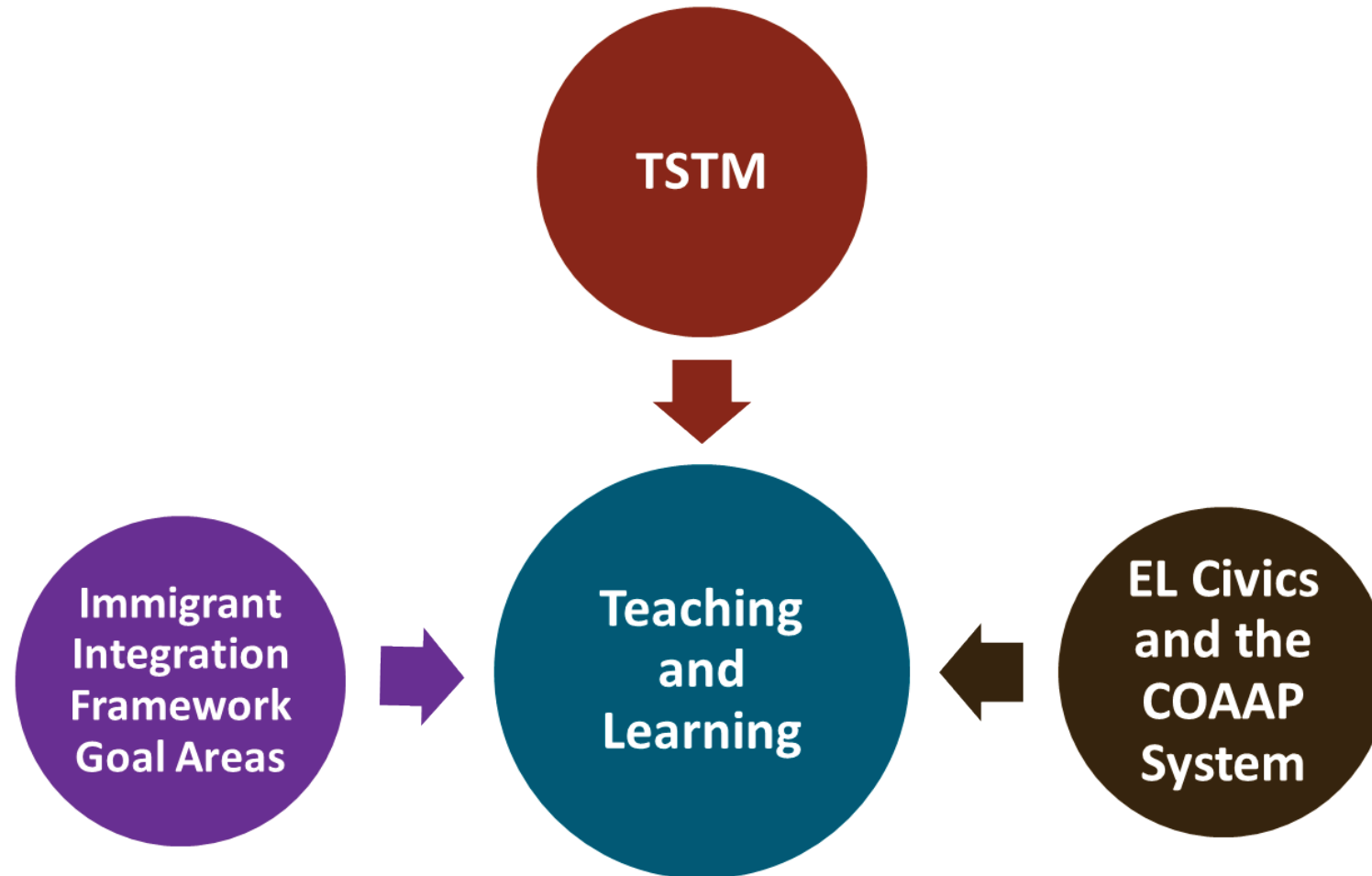
The New Community of Practice (CoP)

The CoP's Goals and Intended Audience

Goals:

Enable instructors to

- understand the California immigrant integration context and

- plan instruction that supports immigrant integration by being aligned with the objectives of the Participation in Civics and Community Life Goal area of the Immigrant Integration Framework and by using the Teaching Skills That Matter (TSTM) lessons and tools and approved EL civics metrics.

Intended audience:

- Instructors teaching adult English language learners (learners may be in ABE, ASE, ESL, etc.)

Many of the participants may be working in programs with IELCE funding as well, but that is not a requirement for participation.

The Format

Presession

Overview and Introduction

↓

Synchronous Session 1

Supporting Immigrants Through TSTM

↓

Interim Session

A TSTM Civics Education Lesson in Action

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Synchronous Session 2

Supporting Immigrants Through the Development of a Civics Education Lesson

↓

Postsession

Your Civics Education Lesson in Action

Now Available!

Interested? Please contact:

calpro@air.org

Wrap-Up

Reflection

Respond to any of the prompts:

- My "aha" moment: The most interesting or useful thing I have learned today …

- A change I will make based on what I have learned …

- I am excited about or excited to …

Questions?

Even more questions? Email Marcela Movit (mmovit@air.org)

References

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Johnson, H., Perez, C., & Mejia, M. (2021b). Immigrants and education in California. Public Policy Institute of California. https://www.ppic.org/publication/immigrants-and-education-in-california/

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