CALIFORNIA
ADULT EDUCATION
PROGRAM

Assembly Bill 2098 Work Group
February 20, 2019 Meeting

Outcomes
- Introductions
- Background and Context
- Team Purpose and Norms
- Member Input on Current Approaches
- Member Review and Discussion of Models and Resources

Agenda

10:00   Welcome and Introductions

10:15   Background and Organization
        A. Overview: Context, Charge and Norms
        B. Discussion

10:45   Group Discussion of Current Immigrant Integration Metrics Implementation
        A. Overview
        B. Discussion

11:30   Proposed Work Group Topics / Decisions
        A. Overview of Topics/Decisions
        B. Discussion
        C. Initial Review of Models and Resources (EL Civics Co-Apps, MPI, Stanford, USC, ALLIES)

12:15   Lunch

1:00   Review of Models and Resources - Continued
        A. Overview
        B. Discussion

2:00   Initial Discussion of Methods for Identifying Immigrants

2:30   Summary and Next Steps

3:00   Close

Context for AB 2098

Basic Background

- The USC Center for the Study of Immigrant Integration defines immigrant integration as improved economic mobility for, enhanced civic participation by, and receiving society openness to immigrants.

- ALLIES defines immigrant integration as "a dynamic two-way process in which immigrants and the receiving society work together to build secure, vibrant, and cohesive communities….and people are able to succeed in American society through progress in linguistic, social, and economic integration."

- 27% of Californians are immigrants.

- Of all children in California, 48% have at least one immigrant parent.

- One in six of all California kids have at least on undocumented parent.

- 2013 US Department of Education (OVAE) defines three domains of immigrant integration linguistic, economic and social integration (Network for Integrating New Americans-NINA)

- 2014-15 California's Adult Education Program aligned to WIOA outcome measures

- 2016 Alliance for Language Learners' Integration, Education and Success (ALLIES) produces "Immigrant Integration Framework" with 8 dimensions ("goals") aligned to linguistic, social and economic integration

- 2018 AB 2098 passed.

Figure 4: Overview of the Immigrant Integration Framework
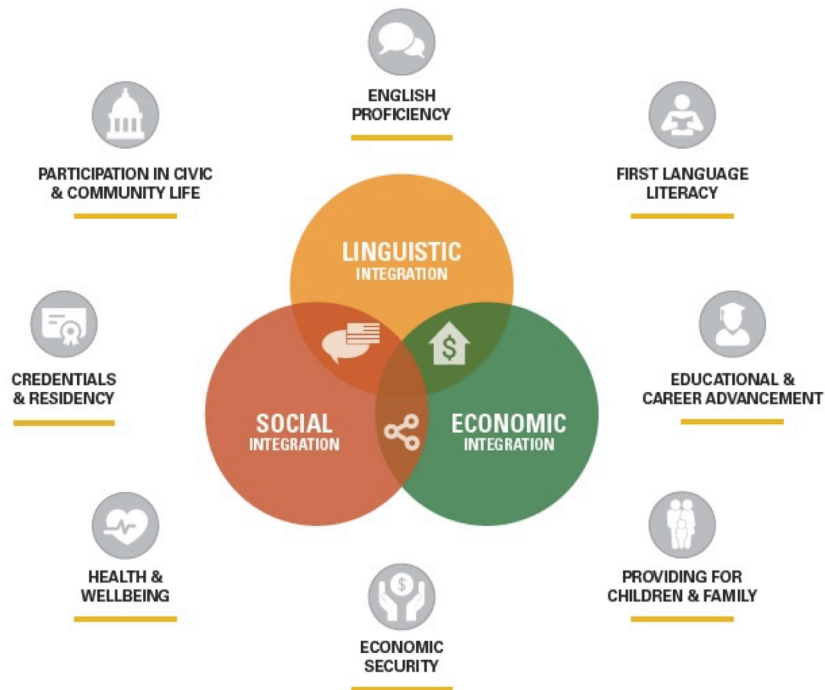
Discussion of the Context for AB 2098 –

Using a brainstorming "pop-corn" process, identify some key concepts and phrases to answer the question:

What do you see as the major factors that make it important for the Adult Education Program to provide measures for immigrant integration (for example, demographics, policy, economic, etc.)?

Assembly Bill 2098 Work Group – Fact Sheet and Charge

What *(Our Charge)*	The AB 2098 Work Group will develop recommendations for a set of immigrant integration measures that Adult Education Program consortia may use to document adult education's contributions to this important population, and by extension their families, communities and the state as a whole. The recommendations will be used by the Chancellor's Office and CDE to inform policy and guidance regarding implementation of immigrant education measures.
Why	AB 2098 requires that: ▪ Annual reports be prepared by the AEP Office include recommendations related to the delivery of immigrant integration for adults. ▪ A field team identify common measures for meeting the needs of immigrant and refugee adults seeking integration by defining the specific data each consortium may collect.

How

Meeting #1	February 20	Define the task and conduct overview of a range of immigrant integration models and metrics
Meeting #2	March 15	Conduct in-depth study of metric options, generate additional options and produce draft framework of potential metrics
Meeting #3	April 15	Produce first draft of metrics recommendations
Meeting #4	May 8	Finalize recommendations
Report Due	June 1	Submit recommendations to CDE and the Chancellor's Office

Who	Invited Work Group members include: ▪ Liza Becker, Mt. San Antonio College ▪ Laura Chardiet, Los Angeles Unified School District ▪ Sasha Feldstein, California Immigrant Policy Center ▪ Sofia Ramirez Gelpi, Allan Hancock College ▪ Bob Harper, South Bay Consortium for Adult Education ▪ Jennifer Hernandez, California Labor and Workforce Development Agency ▪ Janeth Manjarrez, Rancho Santiago Community College District ▪ Marcela Ruiz, California Department of Social Services ▪ Santosh Seeram-Santana, Chinese for Affirmative Action ▪ John Werner, Sequoias Adult Education Consortium

Support	The Work Group will be supported by the Chancellor's Office and the California Department of Education. CASAS and WestEd staff will provide input, upon working group request, regarding implementation issues related to TopsPro Enterprise and the California Community Colleges MIS. External experts have been invited to make presentations at the March meeting (Migrant Policy Institute, Stanford's Immigration Policy Lab and USC's Immigrant Education research project). Paul Downs and Jacques LaCour will provide process facilitation.

Co-Facilitators

Jacques LaCour
Jacques LaCour is an adult educator with a strong background in innovative professional development. He coordinated the Mid-Alameda County Consortium for Adult Education (Chabot-Las Positas Community College District) from 2015 through 2018. Mr. LaCour was a CALPRO leader from 2010 to 2014, spent five years as an administrator with Oakland Adult and Career Education, and over two decades at Mt. Diablo Adult Education as teacher, ESL program coordinator and administrator. He has also taught in adult education teacher credentialing programs and consulted on numerous state and national adult education projects. Jacques' professional passions continue to be the advancement and support of disciplined Professional Learning Communities with distributive leadership, and the development of collaborative groups via skilled facilitation.

Paul Downs
Paul Downs is a strategy and organizational development consultant supporting mission-driven organizations. Prior to consulting, Mr. Downs worked in government, non-profits and the private sector, focusing on energy policy, social policy and social innovation. Mr. Downs holds a Master's degree in public policy from Princeton University and a Bachelor's in Sociology from UC Berkeley. Paul's experience includes:
- Delta Sierra Adult Education Alliance (Adult Education Program consortium) - Consultant
- California Community Colleges Statewide Strategic Plan (2007) - Consultant
- California Department of Education - Adult Education Strategic Plan (2009) - Consultant
- ALLIES (Alliance for Language Learners Integration, Education and Success) - Facilitator
- San Mateo County, Mid Alameda County, Contra Costa County AEP Consortia – Consultant
- Facilitation of state and local environmental, land use, and public agency public input and strategic planning projects
- Community college strategic planning projects - Consultant
  - Los Rios Community College District
  - West Los Angeles College
  - City College of San Francisco
  - Peralta Community College District
  - Allan Hancock College
  - Cosumnes River College

Draft Norms

The norms below are a sample set, which the group can edit and build on as our work progresses.

Process norm:
Commit to a transparent and credible process by bringing all questions and concerns to the group for discussion and resolution

Collaboration norms:
1. Show up and choose to be present; keep technology use to a minimum; silence phones
2. Everyone participate, no one dominate
3. One speaker at a time; encourage and allow every voice to be heard
4. Listen for understanding – inquire (ask) and draw others out before you advocate (persuade)
5. Be concise and meaningful and share your unique perspective
6. Be generative and use "Yes…and" thinking (not "Yes…but")
7. Seek common ground and understanding – not problems and conflict
8. Disagree without being disagreeable; critique ideas, not people
9. Stay open to new ways of doing things
10. Bring your humor and have fun!

Shared Agreement Decision Model

Shared agreement means that all members of a group support a given decision, either because they fully support it or because they believe it's a viable solution that was developed through a credible process. Shared agreement is a structured consensus process by which a group makes decisions by considering the perspectives and interests of all members. Shared agreement is achieved when all members of the group rate a proposal as A, B or C, as shown below. If any members select option D, the issue being considered can be refined and tested for shared agreement. A given issue can be refined and tested for shared agreement several times, to include as many interests in the final decision as possible.

Steering Committee members would indicate one of the following choices with regard to proposed decisions:

A: Unqualified support

B: Acceptable – best of the options we have

C: Can live with the decision. The proposed decision is seen as viable, though perhaps not the one that a member would have preferred. The member believes the agreed-upon process was followed and all viewpoints received a fair hearing.

D: Do not fully agree with the recommendation – group discusses the areas of disagreement and works toward resolution. Without resolution, the disagreement is described in the final report.

Group Discussion of Current Immigrant Integration Metrics Implementation

Purpose – We would like to get an initial understanding of how our Work Group members are currently approaching and measuring immigrant integration. This will help us:

- Familiarize ourselves with some of the current possibilities and realities of AEP programs

- Get a brief understanding of one another's programs and communities

1. Individual reflection: Please take a few minutes to jot down a few key phrases and ideas in response to the following questions:

A - Do you have an explicit immigrant integration focus in your programs? If yes, describe the core elements.

B - How do you track success?

- If you're using existing TopsPro or EL Civics Co-Apps data to measure immigrant programs, how are you doing that?

- If are you using additional metrics, how are you collecting them (systems, staff, etc.)?

2. Group Discussion: We will share out our answers in large group.

Proposed Work Group Topics / Decisions

1. Establish the Overall Themes for the AB 2098 Immigrant Integration Metrics: Identify the overall themes or dimensions of immigrant integration for developing the AB 2098 immigrant metrics. What are the key overall dimensions that we recommend for identifying metrics consortia may use to track immigrant integration services and outcomes? Key points of context include:

- There are multiple relevant immigrant integration metrics approaches (ALLIES, EL Civics Co Apps, MPI, Stanford, core AEP metrics)

- There are common themes, which indicates a convergence of professional opinion about the core dimensions of immigrant integration, but there are also differences

- This decision point focuses on reviewing the models and choosing the dimensions to be used as the basic organizing structure in completing the Work Group's charge.

- The goal is to identify a draft Framework at Meeting #1 to be refined iteratively in subsequent meetings.

2. Establish a method for identifying immigrants who are participating in non-ESL/Citizenship AEP programs for purposes of tracking the full universe who is receiving immigrant integration services and their outcomes. Key points of context include:

- There is not currently a standard way of identifying immigrants being served by AEP

- Most people assume immigrant is defined by participation in ESL but that leaves out immigrants participating in CTE, ABE and ASE/HSE (and other AEP programs)

- If we have a definition of "immigrant", we can use all existing AEP metrics including transition, educational, and employment outcomes.

- The goal is to begin discussion of this topic at Meeting #1

- If this decision can't be addressed appropriately by this group, it's can be a recommendation that it be resolved in the appropriate venue.

3. Identify immigrant integration metrics that can be used in 2019-20. Using the 2098 Metrics Framework (see #1 above), recommend measurement approaches that can be used in the 2019-20 fiscal by any and all AEP members regardless of WIOA II recipient status. Key points of context include:

- There are several models that would likely be available for use in the short-term.

- Establishing metrics that consortia may use in 2019-20 would allow documentation of immigrant integration services and outcomes for the purposes of analysis, accountability and improvement.

4. Identify a menu of options for metrics needing more in-depth development Using the 2098 Metrics Framework (see #1 above), recommend measurement approaches that may need further discussion/consensus, instrument development and/or data collection changes that can be used by any and all AEP members regardless of WIOA II recipient status. Key points of context include:

- There are models that would require additional development.

- Providing recommendations regarding additional metrics could expand the system's capacity to measure immigrant integration effectively.

Initial Overview of Models and Resources

Source / Overview	Dimensions
Adult Education Program Outcome Measures These are the core accountability measures for all AEP programs.	Core Outcomes ▪ Adults served ▪ Improved literacy skills ▪ High school diplomas / equivalents ▪ Postsecondary certificates, degrees, training programs ▪ Placement into jobs ▪ Improved wages ▪ Transition into postsecondary education Learner Results and WIOA Milestones ▪ Work ▪ Education ▪ Family/Community
ALLIES Immigrant Integration Framework ALLIES is a non-profit promoting holistic services for immigrants and developed a immigrant integration model and metrics with community input.	▪ Economic Security ▪ Educational and Career Advancement ▪ English Language Proficiency ▪ First Language Literacy ▪ Credentials and Residency ▪ Providing for Children and Family ▪ Health and Well-Being ▪ Participation in Civic and Community Life
EL Civics CO-APPS The English Literacy and Civics (EL Civics is funded under the The Workforce Innovation and Opportunity Act (WIOA), Adult Education and Family Literacy Act (AEFLA). The purpose of the EL Civics program is to support projects that demonstrate effective practices in providing, and increasing access to, English Literacy programs linked to civics education.	▪ Consumer Economics ▪ Community Resources ▪ Health ▪ Employment ▪ Government and Law ▪ Transition ▪ Workforce Training

Migration Policy Institute ESL + Integration
 	
 A policy brief that proposes a new instructional model to complement the existing adult education system: English Plus Integration. This approach maintains a central focus on English acquisition while also building the critical skills and systems knowledge important for long-term integration success. By supporting digital literacy and familiarity with self-guided learning tools, such a *model* would make the most of participants' time in the program and support their continued learning after their exit.
	▪ Knowledge of US History, Culture and Local Systems
	 ▪ Parent/Family Success
	   ▪ Facilitating Workforce Success
	   ▪ Lifting Children's Education Trajectories and Promoting Family Economic Success
	 ▪ Digital Literacy and Other Self-Directed Learning Skills
	   ▪ Digital Literacy
	   ▪ Individualized Learning Plans and Navigation Support

Source / Overview	Dimensions
Stanford Immigration Policy Laboratory Immigrant Integration Survey. An survey of immigrants to measure their level of integration into US society.	▪ Psychological Integration ▪ Linguistic Integration ▪ Economic Integration ▪ Political Integration ▪ Social Integration ▪ Navigational Integration