



Assembly Bill 2098 Workgroup

April 15, 2019 Meeting Notes by Veronica Parker, minor edits by Jacques LaCour

Overview of the Agenda

The workgroup meeting opened with a discussion around the agenda and the objectives for the day.

One objective was a process adjustment which featured an opportunity for teams to dive deeper on a metric or policy topic and report back to the group.

Other objectives included examining the draft Immigrant Integration definition, the recommendations road map, and indicator concepts.

Context

During the March meeting, there was a focus on EL Civics as key part of the recommendations. The goal in presenting EL Civics was to build out the package of recommendations from a widely used, practical starting point. There was some support and interest amongst the group as well as some concern that too narrow a focus on EL Civics could result in neglect of other important options for metrics recommendations.

Since the March meeting, Paul and Jacques, in consultation with Neil, Carolyn and Javier, have worked to refine the recommendations. Jennifer Hernandez worked with Paul to develop an alternative framework that will integrate several elements, including EL Civics, to address some of the structural issues with the previous version of the recommendations model. The new alternative is broader, scalable, and addresses all CAEP programs.

Recap of Work-to-Date

Paul and Jacques took some time to review the process and product thus far by evaluating where the group is in the process. The group did not have the benefit of an existing clear and comprehensive policy framework to anchor the work. Therefore, the process and product are being developed at the same time. The differences in perspective demonstrated at the February meeting have brought about greater clarity, understanding and integration of the recommendation ideas that have surfaced thus far.

Discussion around the process and the product included the following:

- An appreciation to be able to move through the process rapidly and hope to continue to do so. (Marcela)
- The process is working because the State, the adult education field, and the stakeholders are holding one another accountable. (Javier)

There is a strong need for the Immigrant Integration metrics to speak to all CAEP programs. Immigrant Integration should be a multi-system solution from the local level to the State level. The group's larger

mission is to help the CAEP Office articulate their vision and innovation strategy through development of the definition, the details of the metrics, and the suggested every-three-years review and refinement process.

Jennifer's framework of the four elements is a crosswalk to show how they fit into the structure the facilitation team put together.

The AB 2098 Recommendations Map is intended to outline the recommendations thus far. Components of the Recommendations Map include:

- Context
- Goals
- Phases of Work:
 - Define Immigrant Integration Categories, Metrics and Best Practices
 - Consortium/Agency Needs Assessment
 - Consortium/Agency Immigrant Integration Plans and Programs
 - Assess Metrics
 - System Review
- Statewide supports:
 - CAEP
 - Professional Development and technical Assistance
 - Grant-funded Initiatives/pilot programs

Discussion around the broad context included the following:

- The concept of the delivery system isn't strictly in the K-12, college area. Partners can be involved in the delivery of product to students. (Neil)
- The legislation states EL Civics, correct? Limiting to already established curriculum is not enough and will lead to wasted opportunity. However, it is the system that already have the reporting mechanisms in place. Practitioners would want to know how do we build upon what we already have in place. This is all discretionary – the legislation does not say we have to. I'm concerned about digital literacy and self-efficacy. EL Civics needs to be foundational to a lot of this because the reporting system is already in place. A lot of the additional perspectives are workforce oriented – WIOA, Perkins, and Federal stuff. We have linguistic, economic and social. I'm worried about shifting only to workforce and other opportunities without losing the opportunity to explore other metrics in this current domain. (Bob)
- The metrics should live outside of any existing deliverable mechanism – whether it's EL Civics, or anything else. (Paul)
- The conversation around legislation were bigger than EL Civics. I appreciate there is a vision to be had. EL Civics is currently not reaching everyone. I don't want us to limit ourselves and the opportunity. (Gina)

Immigrant Integration Definition

Jennifer, Carmen and Sasha have met a couple of times over the past couple of months to develop the definition. The group went back to the legislation to refocus on the mandate. Key phrases from the legislation include:

- Identifying common measures to meet the needs of immigrant adult refugees seeking integration;
- Define the specific data each consortium may collect;
- Establish a menu of common assessments and policies;
- Being able to measure educational needs of adults;
- Include any recommendations related to the delivery of immigrant integration for adults;

The group thinks having one agreed-upon definition is important because immigrant integration is broad – it includes adult education and so much more. One definition will identify how adult education and all other stakeholders fit into immigrant integration. One definition will help the group think about the right partnerships, the right conversations to have, and the right people to bring to the table. In addition, one definition will help to identify the right metrics, needs and gaps. The working definition is very broad at the moment. However, by defining the various elements within the definition, the group should be able to identify the metrics.

Discussion around the working definition included the following:

- The definition could go beyond EL Civics and English Language Learners to include first-generation immigrants from countries who can speak English, but needs to integrate. (Neil)
- The term “multi-generational” is used to include those who are not fully integrated. We have to hold our systems accountable so that they aren’t lumping all sub-categories together. (Carmen)
- We want the definition to be inclusive and responsive. (Paul)
- This definition could create opportunities to bring others to the table. (Jennifer)
- We have some critical voices in the room; however, we do not have everyone in the room to hear the cross-agency perspective and to have a “down in the weeds” type of discussion. We should caution ourselves to not think about this cross-agency description. We should think about the expertise we have in this room and how that applies to the program. (Gina)
- One recommendation could be the convening of a broader group to this discussion. (Paul)
- A suggestions is regional integration into one of our outcomes for those partners who are not part of our CAEP outcomes. (Janeth)
- I would caution us to not focus so much on the outcomes, but to get the “what” right because that’s going to drive the conversation around how the system will make the most impact. (Jennifer)
- It’s important to have a shared definition and shared metrics to know the “what,” how to track the progress towards the “what” and how to make that progress. The progress is not going to be made by just one system. (Javier)
- There is a price tag to put these things into place. (Neil)
- CAEP can’t do it all, but CAEP can do more to have a great impact. There’s nothing but productive language in this definition. (Bob).
- I think it’s a solid definition. (Laura)
- We will move forward with this as the working definition. (Paul)

Overview of the Recommendations Map

The recommendations map shows the different levels of recommendations and the causal links that sequences the activities. The left half of the graphic shows the group's work. The group is charged with coming up with a comprehensive set of recommendations that will make the metrics meaningful, suggestions for best practices, and how practitioners can achieve the metrics. The needs assessment is critical because analysis of local data relative to the metrics will support better, tailored planning to address immigrants' and institutions' needs.

EL Civics is one of many tools in the toolkit. EL Civics is a critical element as it is a widely used working system relatively easily applied to an immigrant integration infrastructure. EL Civics has a high degree of authenticity.

The recommendations map attempts to integrate the group members' diverse and rich thinking during the recommendations development process. It's fairly comprehensive and inclusive of multiple, complementary implementation tools.

The understanding is that the legislation requires delivery of the metrics on July 1 for the purpose of the metrics to be used in a report that is due on October 1. It is not the expectation that the metrics will be pushed out to the field on July 1.

To ensure this is a credible process, a recommended action step is a critical review of the Work Group product by experts in statistics and program evaluation design.

It is also recommended that there be a public review draft document to be shared with the field for feedback as part of building ownership and buy-in from users who will be implementing the metrics and to check for major barriers to implementation.

Discussion around the Recommendations Map included the following:

- For number 5, CAEP is going through a planning process. Does that mean this wouldn't be implemented until the next cycle of plans? (Jennifer)
- It can't wait. I'd like to get some type of timeline and assurance from the powers that be that guidance, support, professional development, and technical assistance around immigrant integration is in place. (Bob)
- We do not have to wait for the next three year cycle to implement the recommendations since we have the annual update process. (Javier)
- There is no timeline because we had not looked at the recommendations. (Paul)
- Regarding #4, it is the hope that an entity such as MPI, Stanford, or some of those other experts might be able to identify data that could help us measure what we're doing and data that we've never collected. MPI has access to national data that could probably measure how we are doing. (Neil).
- MPI is currently working on a memo that will look at the various integration indicators that different states are using to see how they are measured. MPI is willing to share this information with the group. (Margie)
- MPI is willing to talk to the group about comparing program data with population data in the State to look at any kind of effectiveness assessment. (Katrina)
- What is the vetting process to determine the technical soundness of a metric system? (Paul)

- I like the idea of creating a sub-committee or sub-taskforce who would report back to this group. First, we would have to determine if an existing system, such as TE or MIS, could be used with some tweaks. If there is a metric that would require another reporting mechanism, we have to make sure we're actually engaged and all are bought in. (Javier)
- It would be super helpful to have a statewide analysis specific to Generation 1.5, low first language literacy. We could establish a statewide picture and then break it down by region. We would know what the actual technical, on the ground need in a sub-region. (Paul)
- There's a way to scaffold so that we have the data aspect of it. It's a really worthwhile exercise for practitioners to do the demographic analysis at the local level to assess who's already in their system, and then in the context of the community they are serving. (Jennifer)
- On page A-4 of the packet, the idea of a state study is referenced. It is recommended to scaffold the research and technical analysis. These components could be integrated in the PD and TA process.
- In terms of the recommendation, taking more of a two generation lens and looking at parents of young children would be critical. There are other characteristics that would build out the identification of stakeholders. I would urge the group to keep the frame broad because this is not mandatory attendance and so from an integration perspective, it has to be that the learner is getting information that's useful to them and their life. (Margie)
- We have a new administration – we have a new Governor, a new administration and agencies. This new administration is cognizant of these issues and cognizant of the data sensitivities. (Gina)
- It is important to have a flow of communication from the students themselves about what is working and what could be improved. (Gina)
- Consortia are charged with collection regional needs assessment data to answer these questions. In the South Bay consortia, over 20 focus groups are led by student leaders. The qualitative data is also analyzed by student leaders. They want childcare. When will the students on the ground see something different? (Bob)
- From the State's standpoint, this touches on a larger statewide issue of lack of metrics for the student population of the K-12 Student Success program. We don't have any metrics because we align with the WIOA metrics, which doesn't track this type of activity. (Neil)
- We are already doing a lot of this stuff – it just needs to be built upon and better. It's important that we do not lose this fact and wait another three years. There are a lot of opportunity with the new Governor and AB 104 parents that we haven't explored and/or visited the conversation. (Bob)
- The LA framework is accomplishing a lot of these recommendations. Can those kinds of best practices be scaled up and shared, rather than waiting? (Bob)
- This is a way of creating a feedback loop from the students. With Allies, there is one model with focus groups. These models needs to be shared and scaled up. It also needs to be incorporated as we are thinking about needs assessments, metrics and outcomes in our recommendations. (Sasha)
- When this was done with WIOA, the 15% requirement was just on paper. It did not change the system – but the real conversation started to happen. It's not going to solve the problem, but we can create something here and build upon it. (Jennifer)
- It is important to have a shared set of metrics, or at the very minimum a similar understanding of immigrant integration, so that all departments and institutions understand these issues. (Marcela)

- I think we are all on the same page, or we want the same outcome and same goal. We could have phases so there is an opportunity to address issues within the metrics and refine them as needed. We have one more meeting and need to establish the metrics. (Janeth)
- We have the CAEP outcomes that are mandated by the State. We could use these metrics as a foundation and build – on top of all of the other metrics. (Janeth)
- When we talk about CAEP and adult education, specifically, EL Civics is a tool that we can expand upon to not only include additional metrics that will encompass the social aspect, but also other metrics that will help us define the roles of our partners and other voices coming to the table. (Carmen)
- We have the K-12 Student Success program area. This is an adult ed two-generation program area. We need to leverage this program area. It is already in place, so we can now call it out, define it and measure it. (Javier)
- I'm interested in the student feedback loop. Is there something in place with our practitioners that could be leveraged? (Javier)
- Since we do have that type of individual level data, now we can scale that up. It's an extremely useful tool to nail down to the specific need. (Carmen)
- At this point, we are going into many doors. Our charge is to agree upon the metrics and provide a sense of how to measure those metrics. The big recommendations are about how to make that real. (Paul)
- We could do a brief overview of all of the tools that are in place that captures student feedback and bring it to the table to ensure we're being informed by the needs that have been articulated. (Marcela)
- A few years ago, during AB 104, we pushed for partnerships with the workforce development boards. Now, in NOVA, there is a higher percentage of consortia reporting partnerships with the workforce development boards. Once we roll out these metrics, we'll see incremental change over the next year and be supportive of that. (Javier)
- The field does not want a broad direction, with no support and guidance, and then have to go figure it out. (Paul)
- The work we have to do is figure out what it is we want to do and then we can put together a timeline. (Paul)

The Statistical Adjustment Model (SAM)

The Statistical Adjustment Model (SAM) is applicable to all WIOA titles. The SAM is a vehicle for the States to be able to negotiate performance for the title programs. For WIOA I, baseline data is being collected to ensure that students are receiving services that are meaningful for them. One benefit of using the SAM is its allowance for strategic risk-taking without penalty for underperformance.

Discussion around the SAM included the following:

- Since the federal definition does not align with our definition, we want to make sure we are not using the federal model – just the statistical model. (Neil)
- The SAM has guidance to where the group can create an immigrant integration lens within the SAM. (Jennifer)

- CAEP doesn't have to comply with anything from the feds. We have the freedom to create something different and more flexible. (Bob)
- For AB 104 and Immigrant Integration, there is no incentive to serve more students with more barriers. What we should be thinking about is how are we assessing what part of the population has what barriers and how are we responding against the capacity of the system to provide support to students. (Bob)
- TE and MIS do not have data fields to collect anything that we're talking about. (Bob)
- We do not want to replicate systems and structures that disproportionately serve certain kinds of students to the detriment of not serving students who will less likely achieve those outcomes. (Bob)
- When we first talked about aligning with WIOA, the field pushed back because they assumed the policy practice would follow. Here, the metric is the metric and we can utilize it very different than WIOA. (Javier)
- Currently, we do not have a system setup to have a comprehensive picture of the demographics being served and the impact of the strategies. This is an opportunity to make sure the investments are the most meaningful and impactful. (Jennifer).
- LAUSD has no problem aligning with WIOA Title II. LAUSD never thought about creaming. LAUSD was intentional about collecting the barriers and addressing those barriers. (Laura)
- LAUSD has 11 Navigators and are partnering with the City of Los Angeles WDB and the county WDB. LAUSD is making the biggest investment in those personnel. It would be great if it was an equal investment. (Laura)

Recommendations Development – Break-Outs by Metrics or Topics Activity

(1) ECONOMIC SECURITY

DESCRIPTION:

Ability of person to have economic and household security as a foundation to support the individual and family's growth, economic success and participation in their community.

Variability regarding individual need

- Knowledge
- Action
- Outcomes

System Responsiveness

- Next Steps
- Effective referrals
- System Awareness
- Professional Development

INDICATORS:

- Upward mobility in employment and/or career (GDS)
 - Income
 - Wages
 - Educational attainment
 - Entrepreneurship steps
 - Understanding of workers' rights
 - Soft skills training (employment)
- Household income and Security (GDS)
 - Tenant's rights
 - Lease agreement
 - Budgeting (household)
 - Credit rating/score
 - Housing supports navigation
 - Childcare supports
 - Savings
 - Utilities
 - Soft skills training (cultural)
- Financial Literacy
 - Savings (DES) (BH)
 - Credit (DES) (BH)
 - Sparkpoint Metrics (IND) (BH)
- Ability to access community resources (DES) (BH)
 - Micro loans
 - Food banks

- Social service programs
- Percent employed in jobs with family sustaining wages (DES) (BH)
- Percent with household above personal poverty levels
- Percent who move out of Poverty

(2) ENGLISH PROFICIENCY*

*Not the threshold to all opportunities

DESCRIPTION:

- Ability to use the English language to navigate social and civic aspects of living in the US. (Social: Neighbor, co-worker, Supermarket, School)
- Ability to communicate in English for all necessary and social* aspects of work, family and community.
 - *These include multiple modalities of effectively communicating: Speaking, Listening, Reading, Writing

INDICATORS:

- Course program completion
- Achieving student learning outcomes
- Assessment score targets
- Achieve educational functioning levels
- Speaking skills
- Writing skills
- Digital literacy (school portals)

Needs

- Co-APP completion
- 1st language materials
- Ballots
- School
- Institutional Capacity
- Levels/programs for needs identified

(3) FIRST LANGUAGE PROFICIENCY

DESCRIPTION:

- Ability to communicate in the necessary and social areas for work, family, and community life.
- Ability to speak, read and write at standard level in first language spoken
- Ability to read to children in first language

- Ability to understand translated material (school, student and government documents) and engage with institutions through competent interpretation
- Ability to elevate status – critical area for improving institutional responsiveness

INDICATORS:

- Meet ESL Standards where they are in terms of level.
- 2 way model
- Longer time to measure outcomes for language acquisition
- More programs that do vocations education in English – Entrepreneurship
- Standard level on communication/comprehension
- Standard level in reading
- Standard level in writing

(4) CREDENTIALS AND RESIDENCY

DESCRIPTION:

- Ability to acquire necessary/available credential
- Ability to identify available and necessary credentials – where to apply, eligibility
- Ability to understand “residency” status
- Ability to identify and access assistance related for status
- Understand what services one can access
- Identify student status of residency

INDICATORS:

- % with government issued ID
- % with other forms of ID
- % who apply for immigration benefits (naturalization, LPR status, other)
- Identify several options to claim residency credentials
 - Contextual to local community
 - Don't dilute legal status
 - Include residency as own area

(5) HEALTH AND WELL-BEING

DESCRIPTION:

- Create partnerships to leverage resources for well-being needs for students
- Ability to access health care (including mental health services*)
 - * Taboo in some cultures
- Understand how the health system works
- Apply for health coverage
- Access culturally relevant topics of health care and services (ex. Smudging)
- Ability to assess health and well-being insurance options and alternative for health coverage

INDICATORS:

- Pre-and post-assessment
- Trauma informed programming
- TV
- Multi-Language materials
- Culturally and linguistically available translation and interpretation
- Health care/Insurance application and enrollments
- Health course enrollments
- Outreach activities

(6) EDUCATION AND CAREER

DESCRIPTION:

- Ability to navigate K-higher education system—applying, requirements, etc....
- Navigate the labor market and workforce system
 - Applying for jobs
 - Interview process
 - “Labor culture” expectations
 - Worker rights
 - Process of becoming business owners
- Access to family sustaining jobs
- Ability to access job training and education that leads to meaningful careers*
 - *Wages, upward mobility, benefits
- Ability to access wages and employment now while pursuing training (1st country experience)

INDICATORS:

- Co-Apps
 - % Enrolled, % completed
 - % Applied for a job or got a better job
 - % Obtained a job

- % Wage gains
- % Credential attainment/certificate completion
- Types of training programs = enrollment*
 - *challenge: dead end service sector jobs, career sustaining jobs???
- Track the kind of job
 - Industry
 - OCC
 - Employer
 - Wage, etc....
- Customer satisfaction with program
- Ability and competencies of support staff/case managers
- Availability of programs in multiple languages
- Supportive services available to allow people to participate (childcare, transportation, etc...)

(7) CHILDREN AND FAMILY

DESCRIPTION:

- The ability to care for oneself and one's family
- Multigenerational integration
- Access to resources to ensure family is healthy, safe, nurtured, able to pursue education, etc...
- Program available for ECE
- Generation trauma awareness
- Participate in school and government
- Understand implications of reclassification
- Completion of parent related course
- Other specific objectives
 - Library card
 - Joining DLAC/ELAC
 - PTA Membership
 - Volunteering

INDICATORS:

- Childcare (either at adult education or through some other resource)
- Communicate with child's teacher
- Family and child's benefit enrollment
- Parent survey
- Access to parenting courses/resources
- ECE/Teacher credential/childcare provider courses?
- Livable wage
- Data on students of parents
 - Attendance
 - Tardiness
 - Drop out

- Grade progression
- Parent meeting established goal
- Meets objective of course based on children and family
- Cross walk to social service indicators

(8) CIVIC/COMMUNITY PARTICIPATION

DESCRIPTION:

- Ability to participate in or create opportunities to feel a sense of belonging and contribution to a welcoming community

INDICATORS:

- Student survey
- Course completion
- Student transition, growth/progress
- Knowledge of political system and ability to seek information on issues that matter to the individual/community
- Student persistence
- Residency - how long have they resided in host country
- Knowledge and ability to identify decision making bodies that impact decisions and address community needs
- Knowledge and ability to understand individual role and “community/collective”
- Ability to find and join community “structures” that create community/belonging
- Action/advocacy
- Consider non-geographical limited measures

(9) DIGITAL LITERACY

DESCRIPTION:

- The ability to navigate the digital world effectively
- Digital citizenship
 - Digital footprint
 - Keep kids safe
- Ability to be a critical consumer of digital information

INDICATORS:

- Digital literacy course enrollments and completions
- Assessments of DG competencies w/badges and certificates (in digital portfolio)
- All students have email and communicate/text electronically with agency
- Digital competencies (embedded in courses – not only stand-alone)
- Student IEP (immigrant education plan) in digital portfolio that student maintains

- Digital voting in home country
- Digital badges employability
- Digital literacy re: community participation
- System capacity
 - Teacher digital literacy competency – Professional Development and part of new A.E. credential

(10) SELF EFFICACY AND SYSTEM NAVIGATION

DESCRIPTION:

- Creating a lifelong learner
- Ability to articulate education, employment, and life goals
- Ability to identify, access, and navigate resources & systems
- Ability to navigate resources, options and systems effectively to access and utilize and succeed
- Building community/mentorship
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INDICATORS:

- Individual IECP
- Ability to apply problem solving skills/techniques
- Ability to develop a “workplan” and take progressive steps to accomplish goals
- Ability to self-manage and course correct
- Ability to articulate needs/goals
- Feedback from students about barriers
- Steps achieved a/I plan
 - Scholarships
 - Application and enrollment
 - Mentorship building
- Professional development
- Linguistic, economic and civic/social integration for individual and family
- Knowledge of where to seek services from
 - Informed literacy
 - Ability to process/analyze information
- Know how to access services given legal status
 - Know how to consider affordability issues
 - Overcoming barriers
- Student feedback loop

Next Steps and Next Meeting

Paul and Jacques will confer with the CAEP leaders for guidance regarding how to proceed with organizing and presenting the metrics developed in the afternoon session and prepare a draft for review at the next meeting, scheduled for May 8, 2019, at the Sacramento County Office of Education.