Assembly Bill 2098 Work Group

Immigrant Integration Metrics and Implementation Strategies

FINAL RECOMMENDATIONS

June 28, 2019

Table of Contents

Executive Summary

The California Adult Education Program charged the AB 2098 Work Group to develop metrics and associated recommendations to support the state's commitment to provide effective immigrant integration services.

Summary of Recommendations

Recommendation 1: Promote California's civic and economic health by developing coordinated statewide immigrant integration policies and initiatives. All those who make up the vital tapestry that is California deserve the opportunity to participate and thrive in their communities. Creating broad-based opportunities for participation and contribution for all is essential to our success: California's future prosperity depends on investing in its people. Forecasts show that the state's workforce growth is heavily dependent on immigrants and their children – people of immigrant origin. Currently, over 50% of California school age children have at least one immigrant parent. While immigrants have high rates of workforce participation, they experience high rates of poverty and have educational and economic advancement challenges due to barriers they experience in accessing education, job training and careers, supportive services, and resources to support their integration.

A key purpose of California's first adult school, which opened in 1856 in San Francisco, was to provide adult literacy instruction to immigrants. Adult education remains a central element of the state's overall immigrant integration effort. This recommendation will strengthen and support Adult Education's essential role in immigrant integration. By creating consistent and mutually supportive state policies in the areas of adult education, workforce development, social services and other related areas, this recommendation will streamline and facilitate collaboration by the CAEP consortia and their partners. Overall, a cohesive immigrant integration strategy will create a welcoming and supportive environment in which all who call the state home can thrive and contribute to our ongoing civic and economic strength.

Recommendation 1 calls for systematic documentation of the essential role of immigrants in California's future. The recommendation also calls for coordinated statewide efforts to support immigrant integration in the areas of funding, increased access, and family-based, two-generation integration models. The Work Group recommends that the state agencies that participated in the AB 2098 process convene to advance the recommendations below. These include the Governor's Office, the Labor and Workforce Development Agency, the Department of Social Services, and the California Adult Education Program (co-led by the California Department of Education and the California Community Colleges Chancellor's Office).

The Work Group recommends that the following recommendations be implemented:

1.A The State of California to lead a meta-analysis of existing studies to update key demographic and economic indicators of the role of immigrants in California's future, including labor force forecasts

1.B The State of California to convene a cross-agency group to develop a coordinated strategy and metrics for immigrant integration, reviewing and incorporating relevant findings and recommendations of the 2098 report

1.C The State of California to identify appropriate funding levels to support strategic investments in immigrant integration in relevant state programs

1.D The State of California to convene a cross-agency team to develop a portable and replicable immigrant integration services model: an accelerated learning package that gives participants the skills and tools – especially self-efficacy and digital literacy – to self-manage a course of learning and action to achieve their integration goals

1.E The State of California to convene a cross-agency team to explore family-based two-generation immigrant integration models – approaches that address the family as a whole including children's education and the role of parents both as economic providers and as the first teachers of their children. This effort would seek to leverage the Department of Social Services and other agency investments in early childhood education in addition to supporting the success of young children, preschoolers and K12 students.

Recommendation 2: Adopt the Work Group definition of immigrant integration and document California's needs for immigrant integration in each of the seven program areas of the California Adult Education Program. As opposed to taking English as a Second Language (ESL) classes in isolation, immigrant-origin Californians (immigrants and their children) participate in all of the programs authorized under the California Adult Education Program:

- In the 2016-17 program year, 68% of CAEP students identified a language other than English as their native language. These students are immigrant-origin students who can benefit from integration services.

- The need for immigrant integration outside of ESL can also be seen in the breakdown of 20117-18 Program Year enrollments in Adult Basic Education (ABE), Adult Secondary Education (ASE) and Career Technical Education (CTE). Of the 301,660 students in ABE, ASE and CTE, 27.2% (82,052) identify a language other than English as their native language. Additionally, some proportion of another 21.5% (64,875) of these non-ESL students may be immigrants but data is not available regarding their native language. This indicates that from 27.2% to 48.7% of non-ESL enrollments are immigrants.

- In addition, a further share of the 301,660 non-ESL enrollments are "Generation 1.5" immigrants – the children of immigrants who arrived in the US at an early age – who predominantly identify as English speakers but who may have important integration needs.

To provide a foundation for serving this major share of CAEP students, the Work Group recommends the adoption of its proposed definition of immigrant integration by the California Adult Education Program, reflecting the central role of immigrant-origin students. A consistent and clear definition will help shape immigrant integration strategies and provide a standard for the implementation of the metrics. The Work Group's recommended definition is as follows:

> *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.*

The recommendation also calls for the documentation of the characteristics and outcomes of immigrant-origin students already participating in the Adult Education Program. For effective programming, the state must understand immigrants' diverse backgrounds and experiences, including those with high levels of non-U.S. education, people with low literacy in their first language, refugees, "Generation 1.5" immigrants, parents of 0-5 and school-age children, and immigrants who are unemployed or living at or near poverty. There are two purposes of documenting these needs. The first is to establish a statewide understanding of the needs and characteristics of immigrants being served by CAEP to inform statewide policy. The second is equally important: to provide high-quality regional and local data for use by CAEP consortia and their partners as they plan and implement effective immigrant integration strategies.

The Work Group recommends that the CAEP office implement the following recommendations:

2.A   CAEP to adopt the Work Group's definition of immigrant integration and integrate the definition into program and planning guidance and professional development provided to the field

2.B   CAEP to provide consortia with demographic data on immigrants who could benefit from adult education programs and services

2.C   CAEP to provide consortia with data on the characteristics, barriers, and outcomes of immigrants in all CAEP program areas

Recommendation 3: Implement the Work Group recommended immigrant integration metrics and implementation toolkit

The 2098 Work Group has identified metrics that address each of ten immigrant integration goal areas, which are the competences needed to become a full member of US society. The metrics identify areas of knowledge, skills and outcomes that immigrants can achieve to realize their educational and career goals and integrate into US society. The immigrant integration goal areas are:

- Economic Security
- English Proficiency

- First Language Proficiency
- Credentials and Residency
- Health and Wellbeing
- Education and Career
- Children and Family
- Civic and Community Participation
- Digital Literacy
- Self-Efficacy and System Navigation

The Work Group developed the following principles to guide use of the metrics. The metrics are intended to:

- Track the CAEP's progress and outcomes in providing comprehensive coverage of the ten immigrant integration goal areas.
- Apply to all CAEP programs and all agency types (WIOA/Non-WIOA (Workforce Innovation and Opportunity Act); adult schools, community colleges, other CAEP-funded agencies).
- Provide information consortia and agencies can use to improve their services to immigrants. (Pursuant to AB 2098, the metrics can be used by all CAEP consortia and agencies, but are not mandated.)
- Specify immigrant integration outcomes along a continuum starting with knowledge, information and communication strategies progressing to community-based activities, referral to partner agencies and achievement of real-world results.
- Leverage existing programs such as English Literacy - Civics Education (EL Civics) while supporting the use of modified and new approaches.

A Metrics Integration Toolkit: To support effective use of the metrics, the Work Group recommends that the CAEP provide adult education agencies with an "implementation toolkit." The purpose of the toolkit is to facilitate the success of consortia in implementing and achieving success as measured by the immigrant integration metrics. Each agency has the choice of using the metrics, so the toolkit is intended to support agencies' use of the metrics by providing resources, data and assistance. A goal is to increase the number of immigrant-origin students benefiting from immigrant integration services, and to increase options to provide educational programs and services that are targeted and relevant to both local communities and individual students.

The recommended toolkit includes the following elements:

- *Metrics:* Immigrant integration metrics (contained in this report)

- ***Guidance on Developing Collaborative Strategies with Community Partners:*** Guidance on engaging community partners and resources and how to build effective partnerships. Specific guidance and examples of developing curriculum with partners:
  - Identifying agencies and community organizations that effectively serve immigrants
  - Conducting regular engagement with partners to build solid working relationships
  - Having authentic dialogs with partners and directly with immigrants about needs, goals and delivery approaches
- ***Guidance on Developing Curricula, Programs and Services:*** Guidance to help agencies deliver services that can be used with or without a focus on language acquisition
- ***A Resource Bank:*** A database of promising practices developed through field engagement aligned to the 10 competency areas
- ***Demographic Data:*** Consortium and agency-level demographic data on immigrant-origin people who are: Generation 1.5; adults with young children, preschoolers and K-12 children; highly educated/underemployed; and low first language literacy immigrants provided at the consortium and agency level of aggregation
- ***Professional Development and Technical Assistance:*** Professional development and technical assistance on immigrant integration programs and services, community needs assessment and institutional capacity development
- ***Individual Needs Assessment and Planning Models:*** Models for individual needs assessment aligned to the ten immigrant integration goals
- ***Communication Strategies:*** Communication strategies to reach the multiple immigrant audiences
- ***Data Infrastructure:*** Data policies and data collection procedures and professional development to support adoption

Building on and Expanding EL Civics: The toolkit will build on EL Civics while developing new approaches to reach immigrant-origin students in ABE, ASE, CTE and other the CAEP programs. Some of these new approaches will be refinements and extensions of EL Civics, in particular modifying EL Civics to be used with non-English Learner students. Some may be separate curriculum models, developed by third-party providers, that adult education practitioners have found to be highly effective. A key strategy is to develop short-term modules such as one-day workshops. The goal is to build upon the significant strengths of the EL Civics Program and to expand the reach and flexibility of immigrant integration services. The outcomes from this expanded set of programs and services will be captured in TopsPro Enterprise (TE) and the California Community Colleges Management Information System, for both WIOA and non-WIOA agencies.

Addressing Short-Term Integration Needs: In some cases, students need to prepare for life events quickly, outside the framework of a traditional multi-year language acquisition process. Therefore, while some "toolkit" strategies will integrate with traditional

language acquisition, i.e., English as a Second Language and EL Civics, other strategies will focus primarily on developing a specific competency, including targeted vocabulary and communication strategies.

For example, students taking Beginning ESL who have school-age children may need to prepare for a parent-teacher conference but cannot wait to achieve English fluency through ESL. Parental engagement with school and education is a primary factor for a child's educational success. To meet this essential integration need, the parent in Beginning ESL may need a targeted approach in addition to taking ESL. They may benefit from a short-term workshop on how to participate effectively in a parent-teacher conference, including specific vocabulary and communication strategies. They may also need referral to a community partner who can provide translation. The toolkit would highlights such needs and include references to model practices.

A Phased Approach to Address Priority Local Needs: Each consortium can select which metrics they believe are most important given their local needs for immigrant integration. Attempting to use all the metrics for all of the ten goal areas would be very ambitious and potentially unrealistic, particularly during the early phases of adoption. Identifying priority local and regional needs should drive the development of priority strategies and help identify which metrics the CAEP agencies use to measure success.

Incentives and Benefits for Using the Immigrant Integration Metrics: AB 2098 establishes the immigrant integration metrics as voluntary process that will benefit students, communities and the state by more fully documenting the contributions the CAEP program makes and by providing information for program improvement. The metrics can be used by all CAEP consortia and agencies but are not mandated. However, there are important benefits and incentives agencies can gain by adopting the metrics in line with the needs of their local and regional communities:

- Improve achievement of outcomes. For example, providing instruction contextualized to immigrant integration topics and increasing access to supportive resources will accelerate progress and increase persistence
- Build community partnership and leverage additional resources for students
- Provide information consortia and agencies can use to improve their services to immigrants
- Build the case for additional resources based on tracking activities and outcomes

The recommendations for developing the toolkit are as follows:

3.A   CAEP to adopt the Work Group's recommended immigrant integration metrics

3.B   CAEP to develop guidance on developing collaborative strategies with community partners

3.C   CAEP to develop guidance to all CAEP agencies on developing immigrant integration curricula, programs and services that can be used with or without a focus on language acquisition

3.D CAEP to engage CAEP agencies to develop a "resource bank" of curriculum/instructional, student services, and community engagement model practices aligned to the 10 immigrant integration competency areas

3.E CAEP to provide each consortium and agency demographic data for use in community needs assessments

3.F CAEP to provide professional development and technical assistance on program design and delivery, community needs assessment and institutional capacity development

3.G CAEP to provide models for individual needs assessment aligned to the immigrant integration framework

3.H CAEP to develop recommended communication strategies to reach the multiple immigrant audiences

3.I CAEP to develop data capture policies and procedures

3.I.1 CAEP to convene a "quick win data team" including Comprehensive Adult Student Assessment Systems (CASAS) and CAEP field representatives to implement plans to use currently collected data to provide reports on metrics in the 10 immigrant integration metric areas

3.I.2 CAEP to convene a team including CASAS and CAEP field representatives to develop detailed data definitions and data capture procedures for each metric (for all CAEP agencies)

3.I.3 CAEP to look at the barriers data currently collected as part of an assessment of whether changes to the statistical adjustment model are needed (for example, to better capture barriers to employment and immigrants served)

3.I.4 CAEP to develop professional development to support adoption

Recommendation 4: Pilot test innovative integration approaches. While serving immigrant-origin students remains a foundational mission of California's Adult Education Program, the intentional and systematic use of an immigrant integration framework is not widely understood. At the same time, there are many examples of promising practices and successes across the state. Additional refinements can be developed based on the compilation and assessment of the model practices to be conducted under Recommendation 3.

Recommendation 4 calls for intentional and supported prototyping of innovative strategies through the use of pilot tests and specific innovation projects:

4.A The CAEP to conduct pilot tests of promising practices and metrics for immigrant integration.

Recommendation 5: Sustain innovation in immigrant integration metrics and practices. As a system change approach, immigrant integration metrics require regular evaluation and renewal. Recommendation 5 calls for a comprehensive analysis of the effectiveness of the metrics process every 3 years. The Work Group recommends that the analysis be completed in the year before CAEP's regular 3-year regional plan update processes take place. This phasing will allow the results of the immigrant integration metrics assessment to inform consortia as they update their regional plans. The analysis will also inform the state about how to improve the overall immigrant integration effort, including the metrics and other supports for effective immigrant integration.

5.A CAEP to provide a focused communication, professional development and technical assistance process
5.B CAEP to conduct a comprehensive analysis of the effectiveness of the metrics process every 3 years

Implementation. The AB 2098 Work Group recommends CAEP use a comprehensive implementation approach:

- Implementation Advisory Team – Establish a team with field representation and external partner representation to provide input, support and advice on the implementation of the 2098 recommendations.

- Field Engagement – Provide regular opportunity for field engagement, e.g., in identifying promising practices and participating in pilots.

- Quarterly Progress Updates – Provide quarterly progress reports to the field and interested partners and stakeholders.

- Implementation Timeline – Coordinate a comprehensive implementation program including communications, promising practice development, data infrastructure development, pilots, statewide projects and the ongoing advisory team.

- Transparency – Make data easily and readily available as to the progress of implementation and performance.

Work Group Overview

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, North Orange Continuing Education
- Marcela Ruiz, California Department of Social Services
- Santosh Seeram-Santana, Chinese for Affirmative Action
- John Werner, Sequoias Adult Education Consortium

Guests

- Pat Rickard, CASAS
- Margie McHugh and Catrina Doxsee, Migration Policy Institute
- David Laitin and Michael Hotard, Stanford University Immigration Policy Laboratory
- Randall Tillery, WestEd

State Leadership

- Gina da Silva, Senior Policy Advisor for Immigration, Office of the Governor
- Carolyn Zachry, California Adult Education Program, California Department of Education
- Javier Romero, California Adult Education Program, California Community Colleges Chancellor's Office
- Carmen Martinez-Calderon, California Adult Education Program, California Department of Education
- Neil Kelly, California Adult Education Program, California Community Colleges Chancellor's Office

California Adult Education Program Technical Assistance Program

- Diana Batista
- Veronica Parker
- Holly Clark

Facilitation Team

- Paul Downs
- Jacques LaCour

Recommendations At-A-Glance
1 Promote California's civic and economic health by developing coordinated statewide immigrant integration policies and initiatives.
1.A The State of California to lead a meta-analysis of existing studies to update key demographic and economic indicators of the role of immigrants in California's future (labor force forecasts)
1.B The State of California to convene a multi-agency group to develop a coordinated strategy and metrics for immigrant integration, reviewing and incorporating relevant findings and recommendations of the 2098 report
1.C The State of California to identify appropriate funding levels to support strategic investments in immigrant integration in relevant state programs
1.D The State of California to convene a cross-agency team to develop a portable and replicable immigrant integration services model
1.E The State of California to convene a cross-agency team to explore family-based two-generation immigrant integration models, including leveraging Department of Social Services and other agency investments in early childhood education in addition to supporting the success of K12 students
2 Adopt the Work Group definition of immigrant integration and document California's needs for immigrant integration in each of the seven program areas of the California Adult Education Program
2.A CAEP to adopt the Work Group's definition of immigrant integration and integrate the definition into program and planning guidance and professional development provided to the field
2.B CAEP to provide consortia with demographic data on immigrants who could benefit from adult education programs and services
2.C CAEP to provide consortia with data on the characteristics, barriers, and outcomes of immigrants in all CAEP program areas
3 Implement the Work Group's recommended immigrant integration metrics and implementation toolkit
3.A CAEP to adopt the Work Group's recommended immigrant integration metrics
3.B CAEP to develop guidance on developing collaborative strategies with community partners
3.C CAEP to develop guidance to all CAEP agencies on developing immigrant integration curricula, programs and services that can be used with or without a focus on language acquisition

Recommendations At-A-Glance
3.D CAEP to engage CAEP agencies to develop a "resource bank" of curriculum/instructional, student services and community engagement model practices aligned to the 10 immigrant integration competency areas
3.E CAEP to provide each consortium and agency demographic data for use in community needs assessments 3.F CAEP to provide guidance, professional development and technical assistance on community needs assessment and institutional capacity 3.G CAEP to provide models for individual needs assessment aligned to the immigrant integration framework 3.H CAEP to develop recommended communication strategy to reach the multiple immigrant audiences 3.I CAEP to develop data capture policies and procedures
4 Pilot test innovative integration approaches 4.A CAEP to conduct pilot tests of promising practices and metrics for immigrant integration
5 Sustain innovation in metrics and practices 5.A CAEP to provide a focused communication, professional development and technical assistance process 5.B CAEP to conduct a comprehensive analysis every 3 years

Recommendation 1: Promote California's civic and economic health by developing coordinated statewide immigrant integration policies and initiatives.

Findings

California's economic health depends on developing its future workforce and residents including immigrants and their children.

> **Finding:** Approximately 50% of California's school-age children have at least one immigrant parent (USC)

> **Finding:** Over 85% of California's future workforce growth is composed of immigrants and their children (USC)

> **Finding:** Immigrants have high levels of workforce participation: 64.0% in comparison to 62.9% for native-born residents

> **Finding:** There is a need to invest in the economic mobility of immigrant families: 58% of children living in immigrant families are living in poverty. Also, the children of immigrants in working families have a poverty rate that is more than twice the rate for children in non-immigrant working families (24% vs. 11%)

> **Finding:** Understanding the complexity of immigration is needed to develop immigrant integration metrics

Immigration Generations

There are many types of immigrant experiences. Two children from immigrant families from the same country may have very different experiences. For example, a U.S.-born child of a highly educated English-speaking immigrant from Mexico will have very different experiences in school and society than that of the U.S.-born child of a migrant farm worker with low literacy in Spanish. The differences will be greater if the farm worker primarily speaks an indigenous language such as Nahuatl, Yucatec Maya or Mixtec.

To clarify terms without understating the complexity of immigrant needs, the AB 2098 Work Group uses the following definitions of immigration generations, which are based in the definitions used in demographic and sociological research. "First generation" immigrants are defined as the people who arrive in the United States. "Second generation" immigrants are the children of the first generation. (There are other definitions of immigrant generations, for example, calling the children of the arriving generation "first generation" meaning first generation to be born in the U.S.)

First Generation	"First Generation" refers to people who initially immigrate to the U.S. They generally will need to learn a broad range of new skills, knowledge and competencies to integrate into U.S. society. They need to learn U.S. customs and norms, systems, ways of life, etc. The first generation has highly diverse educational, occupational and economic backgrounds. Some first-generation immigrants have low-literacy in their language of origin, while some possess high school, college and higher levels of education. Similarly, some may have extensive expertise while some have lower levels of workforce participation.
"Generation 1.5"	This term, originally used in higher education, often refers to students who have been long-term residents in the United States, but may or may not have been born in the U.S. (the term is sometimes also used to refer to U.S.-born children of recent immigrants). They might have moved to the U.S. some time during the K-12 system from a non-English speaking country, or may have moved here from U.S. territories where they grew up speaking a different first language. The designation of 1.5 describes their feelings of being culturally between first- and second-generation immigrants; they maintain characteristics from their home country while also possibly having many characteristics of non-immigrant native-born people. In particular, many people in Generation 1.5 are fluent in conversational English and do not have accents based in their parents' first language. As long-term residents, these students may reject the term 'immigrant' as a term that is used to refer to recent immigrants to the United States. If they do not receive appropriate instruction, 1.5ers may not develop advanced language skills in either English or their family's language of origin, which can limit or slow their academic and professional advancement.
Second Generation	Generally, the children of the first-generation immigrants, particularly those who were born to parents who were substantially integrated and therefore identify primarily as non-immigrant.

In addition to generations of arrival, immigrants are also diverse along several other dimensions. This complexity means that in the area of linguistic integration there cannot be a one-size-fits-all approach.

- Low First Language Literacy: People with low literacy in their language of origin need to achieve two distinct linguistic tasks. First they need to become literate, which is a challenging and time consuming task. Second they need to master a second language (English). It is difficult to do both simultaneously. Conversely having first language literacy facilitates acquiring a second language. Some research suggests that, for some students, focusing on first language literacy may be more effective than tackling both linguistic tasks simultaneously.

- Language Needs of Indigenous Language Speakers: Issues of first language literacy, translation and interpretation are more challenging for speakers of indigenous languages. There may not be written texts in these languages and there are fewer resources for bilingual materials, translation or interpretation.

- High Spoken English Fluency without Higher Level Reading and Writing: Especially in Generation 1.5, some people sound fluent in conversational English but did not attain proficiency in higher level reading and writing. This can present barriers to success in post-secondary education and career advancement.

- High Non-U.S. Educational Attainment / Underemployed: People with high levels of education in their countries of origin are often working in low-wage jobs outside of their areas of training. They often do not know how to navigate the process of reestablishing their professional status or believe they do not have the time or ability to do so.

- In some areas of California, there are high levels of linguistic isolation where people can conduct most of daily life in their language of origin. While developing first language fluency, especially if this includes higher-level reading and writing, linguistic isolation can be a barrier to successful integration.

- "In-Migrants" from US Territories (Puerto Rico, Pacific Islands): People from U.S. territories and protectorates can have similar experiences to Generation 1.5 in having both strong identification with and knowledge of two cultures and languages.

Need Among Parents of Young Children[1]

California leads the nation with its large population of Dual Language Learners (DLLs)—children under age 8 with at least one parent who does not speak English at home. About 60 percent of all children ages 0 to 8 in the state are DLLs.[2] Research has demonstrated that educational gaps for these children can appear early—meaningful disparities in child outcomes have been detected in children as young as nine months[3]—and persist over time, making early intervention particularly important. Early childhood services have the greatest impact when delivered in combination with supports for parents, who serve as a child's first teacher and control their access to key supportive services.

Table 2, below, details characteristics of parents of children ages 0 to 8 in California by nativity. Parents of young children compose 19.2 percent of California's low-educated population and 20.2 percent of the state's LEP population. Of the nearly 4.9 million parents of young children residing in California, 946,000 have less than a high school diploma/equivalent and 1.3 million are Limited English Proficient (LEP). Nearly 2 million of these parents are low-income.

Immigrant and refugee parents make up a disproportionate amount of the need for parent-focused services in California. While 43.6 percent of all parents of young children in the state are foreign-born, foreign-born parents of young children compose 76.5 percent of parents of young children without a high school diploma/equivalent, 93.5 percent of LEP parents of young children, and 55.2 percent of low-income parents of young children. As compared to their native-born counterparts, foreign-born parents of young children in California are 4.2 times more likely to be low-educated, 18.5 times more likely to be LEP, and 1.6 times more likely to be low-income.

Table 2. Young-Child Parental Status for California Residents (ages 16 and older), by Nativity, 2012-16

Parental Status	Total Number	Native-Born Number	Native-Born Percent	Foreign-Born Number	Foreign-Born Percent
Reside with at least one child ages 0-8	4,874,000	2,751,000	100%	2,123,000	100%
LEP	1,270,000	83,000	3%	1,187,000	56%
Low-educated	946,000	221,000	8%	724,000	34%
Low-income (below 200% FPL)	1,994,000	893,000	32%	1,101,000	52%

Source: Migration Policy Institute (MPI) analysis of U.S. Census Bureau data from the pooled 2012-16 American Community Survey (ACS).

---

[1] Migration Policy Institute provided this analysis of need among parents of young children.

[2] Maki Park, Anna O'Toole, and Caitlin Katsiaficas, *Dual Language Learners: A Demographic and Policy Profile for California* (Washington, DC: Migration Policy Institute, 2017), https://www.migrationpolicy.org/sites/default/files/publications/DLL-FactSheet-CA-FINAL.pdf.

[3] Tamara Halle, Nicole Forry, Elizabeth Hair, Kate Perper, Laura Wandner, Julia Wessel, and Jessica Vick, *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)* (Bethesda, MD: Child Trends, 2009), https://www.childtrends.org/wp-content/uploads/2013/05/2009-52DisparitiesELExecSumm.pdf.

Recommendations

Promote California's civic and economic health by developing coordinated statewide immigrant integration policies and initiatives.

Recommendation 1 calls for a unified effort by California's state agencies to coordinate policies and programs to promote successful immigrant integration. This coordinated state effort would establish a broad policy, programmatic and funding environment to support immigrant integration success as measured by the metrics. Consistency in state policies and programming can smooth the path for local and regional collaboration, while a lack of state coordination can create substantial barriers. An example is the English Language Learner Workforce Navigator grant, which developed policy guidance to support collaboration between Adult Education and WIOA Title 1 services. These supportive policies were necessary before the partners could try new strategies. Key state programs with important roles in immigrant integration include the following:

- Department of Social Services
- Labor and Workforce Development Agency
- California Department of Education
- California Community Colleges Chancellor's Office
- California Adult Education Program

1.A The State of California to lead a meta-analysis of existing studies to update key demographic and economic indicators of the role of immigrants in California's future. Consult with state and national research organizations.

1.B The State of California to convene a cross-agency group to develop a coordinated strategy and metrics for immigrant integration, reviewing and incorporating relevant findings and recommendations of the 2098 report

- Conduct an assessment of the set of state policies and programs. Are there any gaps or overlaps between state programs? Are there issues that can be better addressed through a coordinated approach?
- Address opportunities for data system integration to track immigrant integration, both in terms of individual participant outcomes and regarding the capacity and effectiveness of of state systems to address needs.

1.C The State of California to identify appropriate funding levels to support strategic investments in immigrant integration in relevant state programs. Consult with external stakeholders. Recommend funding to scale up access to and increase the quality of immigrant integration services.

1.D The State of California to convene a cross agency team to develop a portable and replicable immigrant integration services model

- A cross-agency group to propose a model based on a bundle of "core immigrant integration competencies" that can be delivered in a variety of settings through such options as accelerated curricula (classes or modules), workshops, community engagement, etc.
- The model would be developed and implemented based on multiple state funding streams
- The goals for the model include:
  - Able to be implemented by multiple stakeholders, including CBOs, faith-based organizations, schools, etc.
  - Reach more immigrants and enable them to gain skills in an accelerated format
  - Tailored to individual needs
  - Develop a core set of competencies, i.e., self-efficacy and digital literacy, that will allow immigrants to pursue self-directed learning and development of immigrant integration outcomes.

1.E   The State of California to convene a cross-agency team to explore family-based two-generation immigrant integration models. Such models address the integration needs of all family members including strategies such as education and career strategies for adults and parents supporting the educational progress of children. These models can leverage the Department of Social Services and other agency investments in early childhood education in addition to supporting the success of K12 students.

Recommendation 2. Adopt the Work Group definition of immigrant integration and document California's needs for immigrant integration in each of the seven program areas of the California Adult Education Program.

Findings

Meeting the needs of immigrant-origin students is critical in each of the seven program areas of the California Adult Education Program:

1. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate

2. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation

3. Programs for adults, including, but not limited to older adults, that are primarily related to entry or re-entry into the workforce

4. Programs for adults, including, but not limited to older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

5. Programs for adults with disabilities

6. Programs in career technical education that are short term in nature and have high employment potential

7. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area

Finding: There are 339,266 immigrant-origin participants across all CAEP programs, i.e., learners enrolled in ESL and/or indicated English Language Learner under employment barrier (Program Year 2017-18)

Finding: In the 2016-17 program year, 68% of CAEP students identified a language other than English as their native language. These students are immigrant-origin students who can benefit from integration services.

Finding: The need for immigrant integration outside of ESL can also be seen in the breakdown of enrollments in Adult Basic Education (ABE), Adult Secondary Education (ASE) and Career Technical Education (CTE) in 2017-18. Of the 301,660 students in ABE, ASE and CTE, 27.2% (82,052) identify a language other than English as their native language. Additionally, some

proportion of another 21.5% (64,875) of these non-ESL students may be immigrants but data is not available regarding their native language. This indicates that from 27.2% to 48.7% of non-ESL enrollments are immigrants.

Finding: In addition, a further share of the 301,660 non-ESL enrollments are "Generation 1.5" immigrants – the children of immigrants who arrived in the US at an early age – who predominantly identify as English speakers but who may have important integration needs.

Finding: ABE/ASE programs are not traditionally seen as important parts of immigrant integration, but will benefit from the promising practices developed for immigrant integration.

Finding: Immigrant needs are highly diverse. Beyond ESL, needs also include economic and social integration. Further, immigrant integration needs are different for several subgroups of immigrants. The list below is not exhaustive or comprehensive. These are just examples of the kinds of students who may seek adult education at a CAEP agency.

- Generation 1.5
- High-skilled immigrants
- Immigrants with low literacy in their first language
- Parents of preschool and school-age children
- Working poor, unemployed, underemployed

Finding: As documented in AB 104, CAEP is part of a national adult education reform prioritizing acceleration, contextualization, transitions, co-enrollment and integration across program areas

Finding: The goals of AB 2098 will be best achieved through a consistent, coordinated and ongoing state effort to address the level of importance of immigrant integration to the CAEP:

- A definition of immigrant integration
- State support for model practices, professional development and technical assistance to be able to provide programs and services that meet the needs of immigrants seeking integration.
- Direct state support, for example, providing data on immigrant needs

Finding: Immigrant integration metrics and practices can benefit the success of immigrants in all CAEP programs by:

- Providing a framework for CAEP to think about how its programs and services support integration
- Helping adult education consortia set targets and goals for immigrant integration
- Encouraging CAEP to measure and track progress toward its goals for immigrant integration for its students

- Encouraging innovation for creating effective programs and services that can help meet immigrant integration needs of students
- Demonstrating the successes and challenges of CAEP across consortia to meet the needs of students seeking integration

Recommendations

Adopt a definition of immigrant integration and document California's needs for immigrant integration in each of the seven California Adult Education Program programs.

2.A CAEP to adopt the Work Group's definition of immigrant integration and integrate the definition into program and planning guidance and professional development provided to the field:

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.

Definitions of Key Terms:

1. Upward Social and Economic Mobility - employment and wages; opportunities to move up in a career; movement into postsecondary education (whether short term or long term); knowing where to go, understanding resources available, and comfortable accessing services (services include financial services, workforce development services, safety net services, housing services, other employment and training services, workers' rights and tenant rights' organizations, etc.); knowledgeable of their rights as a worker, a tenant, etc.; (i.e. - enhanced social and cultural capital.) Social mobility vs. economic mobility - social mobility encompasses economic mobility, but is also a lot more. Balance between wanting to be holistic and specific.

2. Civic participation - information and support to navigate citizenship process; mentally open to and emotionally comfortable with the idea of participating in civic processes; knowledgeable of their rights and institutions that support enforcement of those rights; ability to engage with, navigate and access institutions and services, having an active role in their community; contributing to the social fabric; feeling comfortable to participate; feeling welcomed to participate. Measuring effectiveness of marketing and outreach. There should be opportunities to learn English without requiring it or mandating it. (i.e. enhanced cultural capital)

3. Multigenerational integration – information and support for addressing the integration needs of all family members including strategies such as education and career strategies for adults and parents supporting the educational progress of children.

4. Receiving society openness - sufficient capacity, resources, staff, and cultural and linguistic competencies to provide targeted, effective, meaningful resources to immigrant communities that meet their needs. Policies, programs, practices, and resources to ensure a welcoming community are in place. A continuous feedback loop exists between immigrants and the community, and the community continuously works to improve and is held accountable. Immigrants are equitably represented in positions of decision-making power in the community.

2.B CAEP to provide consortia with demographic data on immigrants who could benefit from adult education programs and services:

1. Demographic data on the characteristics of immigrant generations/populations as compiled at the state, consortium and agency levels. The list below is not exhaustive or comprehensive. These are just examples of the kinds of students who may seek adult education at a CAEP agency.

   ▪ Generation 1.5
   ▪ High-skilled immigrants
   ▪ Immigrants with low literacy in their first language
   ▪ Parents of very young, preschool and school-age children
   ▪ Working poor, unemployed, underemployed
   ▪ Individuals with lower levels of underlying education
   ▪ Individuals with lower levels of English proficiency

2. The number and proportion of high school students and of high-school non-completers who are of immigrant-origin (Gen 1, 1.5, 2). Compiled at the state, consortium and agency levels. Describe needs related to:

   ▪ College/career level language (i.e., academic language) and math skills; barriers and gaps related to these can impact college and career success.
   ▪ Comprehensive immigrant integration resources and services; barriers and gaps related to this (including in each of the ten immigrant integration areas) can impact goal achievement.

3. The number and proportion of high school students and high-school completers who are English Learners (ELs) and reclassified ELs, compiled at the state, consortium and agency levels. Describe needs related to:

- College/career level language (i.e., academic language) and math skills; barriers and gaps related to these can impact college and career success.
- Comprehensive immigrant integration resources and services; barriers and gaps related to this (including in each of the ten immigrant integration areas) can impact goal achievement.

2.C CAEP to provide consortia with data on the characteristics, barriers, and outcomes of immigrants in all CAEP program areas:

1. Identify immigrant students

- ESL students
- In non-ESL classes but have English-language or cultural barriers to employment
- Proxy for generation 1.5, e.g., less than 3 years of primary education in another country but not identified as ELL (proxy needs to be developed)

2. Identify participation levels

- All immigrant-origin students
- Analysis of student participation levels to understand what levels of service students are receiving

3. Identify barriers to student success including TopsPro Enterprise barriers to employment, need for support services and indicators of educational barriers
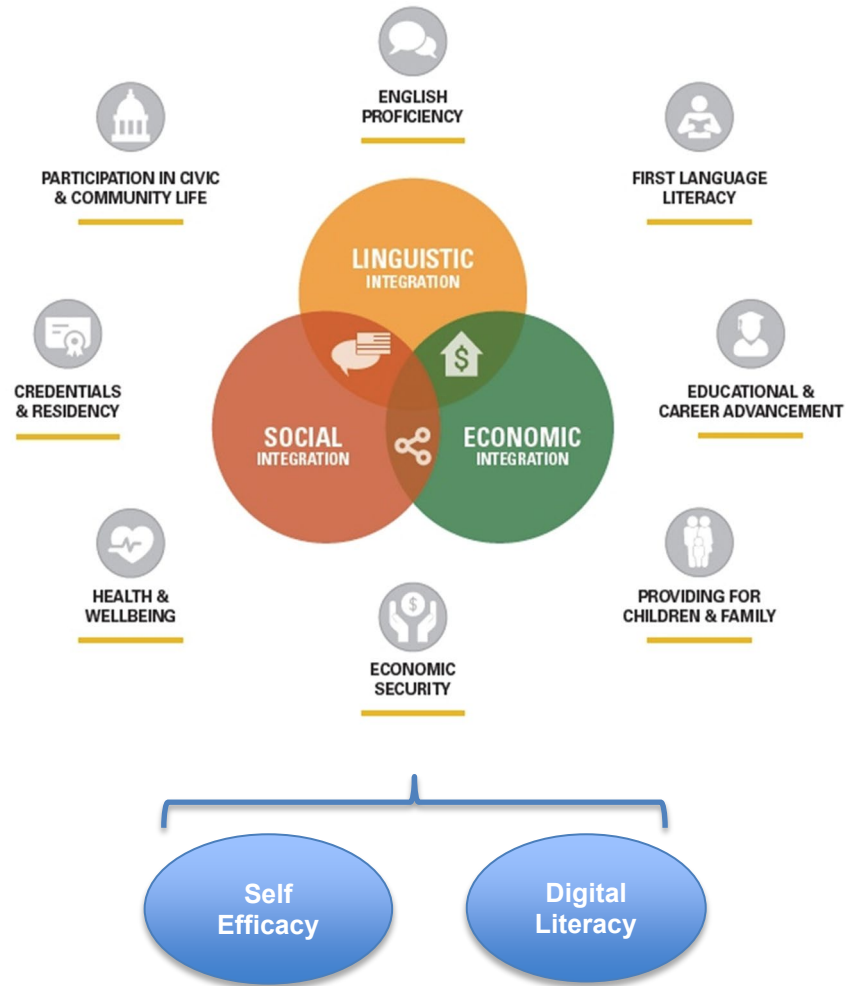
4. Identify students' AEP outcomes: Document each CAEP outcome for immigrant-origin students in comparison to non-immigrant students:

- Skills gains
- Diplomas
- Degrees/certificates
- Job placement
- Increase wages
- Transition to Adult Secondary Education, Career Technical Education and Post-Secondary

Domains of Immigrant Integration

The Network for Integrating New Americans identifies three domains of immigrant integration: linguistic, social and economic. The Alliance for Language Learners Integration, Education and Success (ALLIES) identifies eight goal areas associated with the three core domains. The 2098 Work Group identifies two overall competencies needed to succeed in all the areas of immigrant integration.

- Self-Efficacy is the ability to set and achieve goals in the complex environments
- Digital Literacy is a necessary competency in work, civic and social life

Recommendation 3: Implement the Work Group Recommended Immigrant Integration Metrics and Implementation Toolkit

Findings

Relevance of Integration for All CAEP Programs Requires Modified Approach to Language Acquisition

- As noted in Recommendation 2, immigrant integration is a major area of need for adult education and is needed in all CAEP programs.
  - There are 339,266 immigrant-origin participants across all CAEP programs
  - 68% of adult education students identify a language other than English as their native language.
  - From 27.2% to 48.7% of the combined enrollments in ABE, ASE and CTE are immigrants.
- Immigrant integration competencies are best delivered outside of a language acquisition format for some students:
  - Student needs – including economic and social integration – should determine a student's immigrant integration activities
  - Instead of a traditional ESL format, a competency can be delivered in students' first language complemented by targeted English vocabulary and communication strategies.
  - Example: a workshop on parent-teacher conferences for students with low English proficiency delivered in native language with vocabulary about student progress and strategy for communicating with teachers.
- Alternative formats can be effective to deliver immigrant integration competencies:
  - Short-term workshops can be delivered at alternative times and locations on specific immigrant integration competencies, activities and results.
  - Example: a workshop by a health-care community-based organization at an adult school to understand and apply for health insurance

There are Many Promising Practices That Can be Built On to Reach All CAEP Programs and All Immigrants

- EL Civics is aligned to immigrant integration and provides a contextualized model, which can be refined and built upon. The program was developed to provide hands-on, contextualized English language learning and has many strengths:
  - Based on authentic learning focused on real-life experiences and examples

- Includes community-based activities
- Is the largest and most comprehensive EL Civics program in the country
- Includes performance-based additional assessments to document and report outcomes
- There is performance-based funding based on outcomes
- Understood and widely used
- Locally responsive to needs
- Used by almost 200 CAEP agencies

EL Civics	2001-02	2017-18
EL Civics Funded Agencies	71	187
Learners Enrolled in EL Civics*	37,649	141,493

* Learners enrolled in EL Civics - Civic Participation and Citizenship (unduplicated)

- Key potential areas for a modified approach based on EL Civics ("EL Civics Plus" or "Civics Integration")
  - Make EL Civics available to non-WIOA programs
  - Non-WIOA agencies could provide a module and track the activity in TopsPro Enterprise
  - Do not require 30 hours of instructional activity
  - Develop "revised" Additional Assessment Plans (AAPs) to capture data on community activities (e.g., workshop attendance) and attainment of results (e.g., applied for health insurance; received health insurance).
- EL Civics curricula (class or modules) can be modified for delivery to non-EL immigrants in ABE, ASE, CTE and other CAEP program areas ("Civ-AAPs")
- There are effective program models and curricula outside of EL Civics that can support immigrant integration: Burlington English, English Innovations, Northstar Digital Literacy assessments, CBO-developed models

- There are many highly effective practices –in EL Civics and outside of EL Civics – being used in the field. However, there is not currently a process for compiling, reviewing and sharing promising practices across the state for EL Civics or for non-ESL based approaches.

Local Needs Assessment Needs to Specifically Assess Integration Needs and Set Priorities

- To determine the priorities for an immigrant integration strategy, CAEP consortia and their partners can jointly identify the needs of their community.
- Consortia and agencies can develop ongoing and authentic partnerships to provide integrated and coordinated services:
  - Identification of the needs, barriers, goals and assets of immigrant communities
  - Identification of innovative program models building on community networks
  - Co-development of curricula
  - Seamless referrals
  - Shared navigation staff
  - Wraparound support services

As part of an ongoing and authentic collaboration, CAEP agencies and their community partners can identify the needs of key groups in an agency's service area (i.e., community wide, not just the in the school)

- Generation 1.5
- High-skilled immigrants
- Immigrants with low literacy in their first language
- Parents of very young, preschool and school-age children
- Working poor, unemployed, underemployed
- Individuals with lower levels of underlying education
- Individuals with lower levels of English proficiency

CAEP consortia and agencies also will benefit by identifying internal factors related to success:

- Student Input: what are students' perceptions and satisfaction with service; barriers; and understanding and aspirations regarding college, career and community? Students' acceptance of curriculum; belief that it is relevant to their lives.

- Staffing: Do all staff (teachers, advisers, counselors, administrators, administrative) have the tools, knowledge and support they need to effectively deliver immigrant integration services?
- Cultural Competency: what is the institutional awareness of immigrant integration and support for diversity, including cultures of origin? Culturally relevant curricula building on students' existing knowledge/experience

Additional areas of internal capacity can be assessed in each of the 10 immigrant integration goal areas:

	Instruction	Outside the Classroom	Community Partnerships
1. Economic Security 2. English Proficiency 3. First Language Proficiency 4. Credentials and Residency 5. Health and Wellbeing 6. Education and Career 7. Children and Family 8. Civic and Community Participation 9. Digital Literacy 10. Self-Efficacy and System Navigation	- Customer satisfaction with program - Ability and competencies of support staff/case managers and instructors - Availability of programs in multiple languages – at the agency or through referral	- Customer satisfaction with program - Ability and competencies of support staff/case managers - Availability of programs in multiple languages - immigrant integration advising/navigation - Supportive agency culture - Implementation/application of knowledge	- Partner satisfaction with program - Ability and competencies of program coordination staff - Partnerships serving multiple language groups - Community resources inventory - Referral agreements - Working relationships / cross-training/ warm hand-offs

Agencies also need to look periodically, for example during their three-year regional planning processes, at how their community assessment and planning processes are linked and coordinated school-wide:

- Community Needs Assessment and Gap Analysis – Do you regularly conduct an assessment of immigrant integration needs, and how? Is this through surveys, community listening sessions, etc.? Where is info from these assessments being documented and how do you respond and adapt your programs to meet the needs?
- Planning – Do you have an explicit plan to address immigrant integration in your major institutional plans? In your consortium's annual and 3-Year plans? Do plans address resources for supporting implementation and institutional components such as professional development?
- Instruction – Do you have a curriculum for each metric area (for ELs and non-ELs; at beginning, low and high levels) and is it aligned with the goal?
- Outside the Classroom – Do you engage and support Transition Specialists and front office staff in your immigrant integration work? Do you have student orientation processes?
- Community Partnerships – Do you have ongoing relationships and agreements? Do you collaboratively develop curriculum to meet immigrants' needs?

Integration-Informed Individual Needs Assessments and Education/Career Plans Are Essential

- An essential stage in effective immigrant integration services is an individual assessment. Understanding the individual student's needs clarifies the priority integration areas to address and the time scale for each. Ideally, each student will have an individualized plan for integration developed simultaneously with development of any existing individual career and educational plan.
- Assessment is most effective if it includes: a) Strengths/assets/skills/values, b) Educational, literacy and language profile, c) Initial Goals (immediate/short-term), d) Social context (enablers, restrainers), e) Barriers assessment
- Individual career/family/education planning is most effective if it explores ultimate goals based on a review of options (beyond "learn English", "Get a GED"). Individual plans need to be portable (able to be used as the student moves between education, work and community; and between educational agencies, other public agencies, and CBOs). Key topics for an individual education and career plan include:
  - Language acquisition aligned to initial and ultimate goals (School-based and opportunities for individual-learning through alternative methods
  - Education pathway
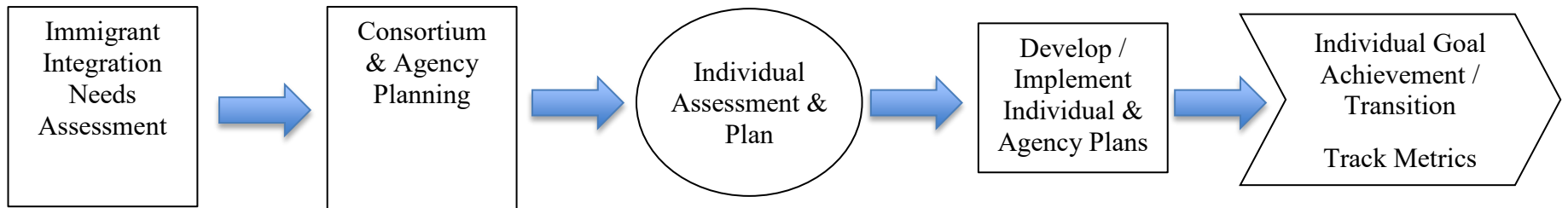 - Support services
  - Employment / income support

Recommendations

Develop an Immigrant Integration "Toolkit" for all CAEP agencies to use in delivering effective immigrant integration services. The recommendation is for CAEP to work with the field and partners to develop a toolkit that includes:

- *Metrics:* Immigrant integration metrics (contained in this report)
- *Guidance on Developing Collaborative Strategies with Community Partners:* Guidance on engaging community partners and resources and how to build effective partnerships. Specific guidance and examples of developing curriculum with partners:
  - Identifying agencies and organizations that effectively serve immigrants
  - Regular engagement with partners to build solid working relationships
  - Having authentic dialogs with partners and directly with immigrants about needs, goals and delivery approaches
- *Guidance on Developing Curricula, Programs and Services:* Guidance to help agencies deliver services that can be used with or without a focus on language acquisition
- *A Resource Bank:* A database of promising practices developed through field engagement aligned to the 10 competency areas
- *Community Demographic Data:* Consortium and agency-level community data on immigrant-origin people who are: Generation 1.5, adults with preschool and K-12 children, highly educated/underemployed, and low-first language literacy immigrants provided at the consortium and agency level of aggregation
- *Professional Development and Technical Assistance:* Professional development and technical assistance on community needs assessment and institutional capacity development
- *Individual Needs Assessment and Planning Models:* Models for individual needs assessment aligned to the immigrant integration framework
- *Communication Strategies:* Communication strategies to reach the multiple immigrant audiences
- *Data Infrastructure:* Data policies and data collection procedures and professional development to support adoption

Implementing the Metrics Toolkit – Creating Immigrant Integration Pathways based on Community and Student Needs

This graphic illustrates the major elements of a strategy to assess community, agency and individual needs, and then implement a comprehensive strategy to promote students and communities to achieve their goals. CAEP agencies can use this graphic as a road map when implementing the metrics and using the toolkit.

| Immigrant Integration Needs Assessment | → | Consortium & Agency Planning | → | Individual Assessment & Plan | → | Develop / Implement Individual & Agency Plans | → | Individual Goal Achievement / Transition — Track Metrics |

Community Needs:

Engage community groups, immigrants, employers and other partners to identify local and regional priorities.

Agency Capacity:

Assess agency, consortium and the community's collective capacity to deliver immigrant integration services.

Comprehensive Coverage:

Choose targeted community priorities and associated metrics.

Expand on current agency strengths and explore new approaches.

Develop comprehensive plans that enhance instruction, support services, institutional strategies, and community partnerships.

Identify each student's goals and pathway:

Partner with students to create a tailored blueprint for their goals and aspirations. Identify students' strengths, values, assets and needs using the metrics as a framework.

Model Practices:

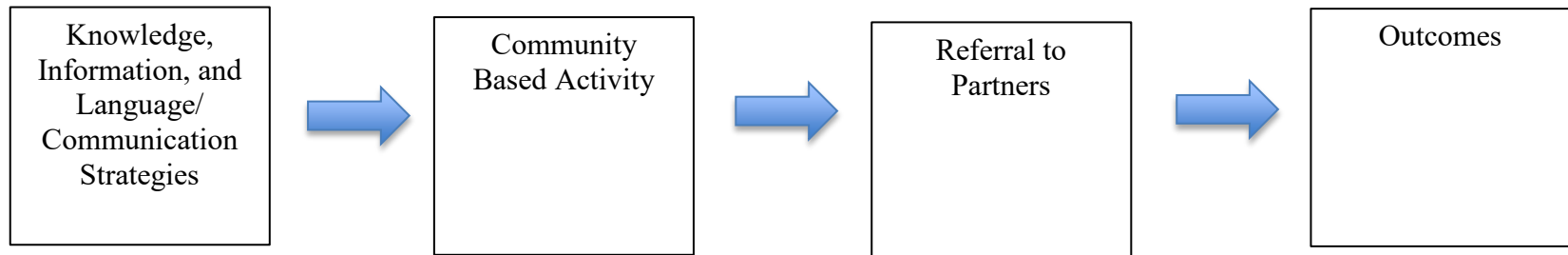Consult model practices for supporting student goal achievement. Address all aspects of service:

- Innovative instruction
- Wraparound support services
- Transition and navigation assistance
- Agency-wide strategies
- Robust community partnerships

Report I2 Metrics:

Track the success of students and agency plans. Track the success of priority initiatives and metrics.

3.A   CAEP to adopt the Work Group's recommended immigrant integration metrics
- Metrics are for all CAEP programs and all agency types (WIOA/Non-WIOA; adult schools, community colleges, other CAEP-funded agencies)
- Include metrics across a continuum from mastery of integration content to community activity to outcomes

This chart illustrates the progression from knowledge through tangible outcomes using the example of the health goal area.

Knowledge, Information, and Language/ Communication Strategies	Community Based Activity	Referral to Partners	Outcomes
Demonstrate knowledge of ▪ Ability to access health care ▪ Health insurance options ▪ US health system and how it works ▪ How to apply for health coverage ▪ How to access health and well-being options ▪ Terminology and communication strategies for accessing insurance and obtaining care	Demonstrate application of knowledge in the community ▪ Attend health insurance workshop ▪ Submit application	Document referral and receipt of services by a partner ▪ Referral to a CBO that supports residents obtain health care ▪ Services received	Documentation of tangible outcomes ▪ Obtain health insurance

3.B CAEP to develop guidance on developing collaborative strategies with community partners. Guidance to be developed through a process that includes input/participation from community partners with opportunities for review and comment.

- Engaging community partners and resources
- How to build effective partnerships and ongoing working relationship
- Specific guidance and examples of developing curriculum with partners
- How to effectively refer students between partners
- Shared case-management
- Co-enrollment
- Joint pathway development (employment-career and "immigrant integration pathway"

3.C CAEP to develop guidance to all CAEP agencies on developing immigrant integration curricula, programs and services that can be used with or without a focus on language acquisition. Guidance to be developed through a process that includes input/participation from community partners with opportunities for review and comment.

- Different approach to language acquisition based on student needs: English Learners with immediate and short-term needs cannot wait to advance in ESL levels and will benefit from an approach that focuses on providing key terminology and coaching on specific communication strategies (for example, a student in beginning ESL who needs to prepare for a parent-teacher conference).
- Use of alternative formats / workshops. Describe policies and processes for measuring skill gains in alternative instructional formats. For example, the use of an assessment at the end of a workshop.
- Use of comprehensive, impact-focused, and culturally relevant programs and services
- Inclusion of non-English Learner immigrants
- Engaging community partners and resources, and how to build effective partnerships
- Not limited to the federal WIOA Title II program
- Include all CAEP agencies
- Selecting which metrics consortia and agencies believe are most important given their local needs for immigrant integration. Attempting to use all the metrics for all of the ten goal areas would be very ambitious and potentially unrealistic. Identifying priority local and regional needs should drive the development of priority strategies and help identify which metrics the CAEP agencies use to measure success.

3.D   CAEP to engage the regional consortia to develop a "resource bank" of curricular/instructional, student services, and community engagement model practices aligned to the 10 immigrant integration competency areas.

3.D.1 Establish a review group with the charge to assess potential model practices submitted by the field. The review group is to compile and review the model practices, as well as identify gaps where there is need to enhance existing curricula or develop new curricula to address all areas of the immigrant integration framework. The group will establish criteria for the material that will be included in the resource bank. The review group can also review existing work related to immigrant integration model practices, for example, the ALLIES immigrant integration pilot project. The review group to assess and make a recommendation on making the resource bank an "open resource" that is open to CBOs and other partners. The Work Group recommended that one-time data money and/or outside funding be explored to fund the resource bank.

The Work Group recommends that the review group work include:

- CAEP Field experts representing adult schools and community colleges
- Representatives of community partners
- Senior Policy Advisor for Immigration (Governor's Office)
- Immigration Branch Chief at California Department of Social Services
- Associate Secretary at California Labor and Workforce Development Agency
- CASAS-OTAN collaboration that is currently scheduled to collect EL Civics curriculum for distribution across the state

3.D.2 Issue a request that AEP member agencies submit model practices to address the ten metrics areas. The request is to call for practices that meet the needs of any of the immigrant generations/groups described above in Recommendation 1 that are responsive to the immigrant integration metrics. The submittals are to include a description of each model practice and the methods used to capture progress and outcome data. The practices requested are to be comprehensive and include any effective approaches in the three overall areas of adult education:

- Inside the classroom (curriculum and instruction)
- Outside the classroom (counseling, transition specialists, navigators, advisement, referral systems, and institutional practices)
- Community connections with community resources, specifically those resources and organizations that share the mission of immigrant integration

Practices can be related to

- Curricula developed under the EL Civics program
- Alternative curricula and assessments (e.g., Burlington English, English Innovations, MPI English Plus Integration, USA Learns civic engagement curriculum, curricula and other practices developed by community-based organizations, NorthStar, Stanford Immigrant Integration Survey, etc.)
- Methods for serving non-English Learner immigrant-origin students
- Alternative delivery methods, e.g., workshops, self-directed, hybrid/online
- Community engagement
- Transition services, i.e., use of transition specialists, navigators, etc.

3.D.3 Establish an efficient means for CAEP agencies to access and use the contents in the resource bank. For example, establish a web site where agencies can access model resources and implementation guidance.

3.E CAEP to provide each consortium and agency demographic data for use in community needs assessments. The data are to support authentic needs assessments to be conducted with the guidance provided in 3.B and the professional development provided in 3.F. The data describe immigrant populations that are not well understood and therefore are possibly being underserved. The immigrant populations for demographic analysis are: adult generation 1.5 immigrants, adults with preschool and K-12 children, highly educated/underemployed, and low first language literacy immigrants in their service areas.

3.F CAEP to provide professional development and technical assistance on program design and delivery, community needs assessment and institutional capacity development

- Provide support for developing and implementing effective programs and services – inside the classroom (curriculum and instruction), outside the classroom (counselors, transition specialists, wraparound support, institutional culture) and community connections
- Provide planning guidance on working with community-based organizations and immigrant communities. Provide guidance regarding the importance of the following factors:
  - Identifying agencies and organizations that effectively serve immigrants
  - Regular engagement with partners to build solid working relationships
  - Having authentic dialogs with partners and directly with immigrants about needs, goals and delivery approaches

- Provide guidance on assessing institutional capacity for immigrant integration. Provide guidance on assessing:
    - Institutional and partnership capacity in the ten immigrant integration areas
    - Institutional readiness and culture

3.G Provide models for individual needs assessment and planning aligned to the immigrant integration framework

3.H Develop recommended communication strategies to reach the multiple immigrant audiences. Consider general language to appeal to all immigrant-origin people (and potentially non-immigrants); for example, "California Success Toolkit".

3.I CAEP to work with CASAS, CAEP agency representatives, and state partners (EDD/CalJobs, CalOAR) to develop data policies and procedures

3.I.1 Convene a "quick win data team" including CASAS and CAEP field representatives to implement plans to use currently collected data to provide reports on metrics in the 10 immigrant integration metric areas. What data are we already collecting in TE that we can report in a different way and how can TE be organized to capture and report new data? How is that data tagged/reported in SIS systems that talk to TE? Alternatively, can data go directly into TE? Also work with CCCCO regarding the feasibility and options for using MIS data for non-WIOA colleges

- Develop a way to identify immigrant and immigrant-origin students using proxies (cultural barriers, non-US degree attainment, English language barrier, ESL enrollment)
- Identify existing metrics in each of the 10 metric areas
- Provide TopsPro Enterprise reports using data currently collected for the 10 areas

3.I.2 Convene a team including CASAS and CAEP field representatives to develop detailed data definitions for each metric (for all CAEP agencies). Identify data capture procedures for student outcomes and institutional metrics for all agencies. Define TE fields. Include procedures for non-WIOA Agencies. Define data capture for California Community Colleges Management Information System. Identify any potential alternative data platforms to capture metric. Describe policies, defined standards, and processes for measuring skill gains in alternative instructional formats; for example, the use of an assessment at the end of a workshop.

3.I.3 CAEP to look at the barriers data currently collected as part of an assessment of whether changes to the statistical adjustment model are needed (for example, to better capture barriers to employment and immigrants served).

3.I.4 CAEP to develop professional development to support adoption

OVERVIEW OF THE IMMIGRANT INTEGRATION METRICS

The 2098 Work Group has identified metrics to address each of ten immigrant integration "goal areas." The metrics identify competencies that immigrants can develop to achieve their educational-career goals while integrating into US society. The immigrant integration goal areas are as follows:

- Economic Security
- English Proficiency
- First Language Proficiency
- Credentials and Residency
- Health and Wellbeing
- Education and Career
- Children and Family
- Civic and Community Participation
- Digital Literacy
- Self-Efficacy and System Navigation

The Work Group developed the following principles to guide use of the metrics. The metrics are intended to:

- Track the CAEP's progress and outcomes in providing comprehensive coverage of the ten immigrant integration goal areas
- Apply to all CAEP programs and all agency types (WIOA/Non-WIOA; adult schools, community colleges, other CAEP funded agencies)
- Provide information consortia and agencies can use to improve their services to immigrants
- Improve achievement of outcomes: providing instruction contextualized to immigrant integration will accelerate progress and increase persistence
- Specify immigrant integration outcomes along a continuum starting with knowledge, information and communication strategies progressing to community based activities, referral to partner agencies and achievement of real-world results
- Leverage existing programs such as EL Civics while supporting the use of modified and new approaches

The metrics will be implemented through the recommendations outlined above in this section, including developing data definitions and methods for capturing skill gains (see Recommendation 3.I). Other important implementation considerations include:

- <u>Local CAEP Agency Options:</u> Agency Each agency can choose its preferred programs and services to help students achieve the competencies listed in the metrics such as using the following resources:
    - EL Civics CO-AAPs (Civic Objectives and Additional Assessment Plans)
    - EL Civics CO-AAPs adapted to be used outside the language acquisition framework for use with Non-EL immigrant-origin students ("Civ-AAPs")
    - Additional curricula such as Burlington English, English Innovations, MPI's English + Integration
    - CBO-developed approaches
    - Other innovative models
- <u>Data Collection Through TopsPro Enterprise and CCC Management Information System</u>: The goal is to collect data through the standard data collection processes (TopsPro Enterprise and the community colleges management information system).
- <u>Options to Implement Metrics in Diverse Settings:</u> Metrics and model practices can be used in a variety of settings – adult schools, CBOs, social service agencies, self-directed programs, and intentional/supported application in life and work contexts.
- <u>Short-term and Long-term Metric Development</u>: Some of the metrics can be reported using data that is already collected, while others will require a significant amount of additional data collection and/or data matching. In the tables below, the long-term metrics are referred to as System Change Indicators.

Addressing Self-Efficacy and Digital Literacy

Educational best practice calls for integrating the core competencies of Self-Efficacy/System Navigation and Digital Literacy across all of the immigrant integration goal areas. For example, agencies can teach students how to use the Internet to research and apply for insurance in a unit on accessing health coverage, and all instruction should be linked to students' achieving their educational and career goals (i.e., building their efficacy). This type of integration is expected and encouraged across all the goal areas listed below.

At the same time, Self Efficacy and Digital Literacy need to be prominent and visible as immigrant integration goal areas. Also, there are core outcomes for both goal areas that need to be clearly described. Therefore, in this report, Self Efficacy and Digital Literacy are listed separately to highlight their importance as key "meta" competencies as well as being integrated into the other eight goals. The sections below describing these two metric areas list the core outcomes related to self-efficacy (e.g., developing an individual education and career plan) and digital literacy (e.g., possessing an email account and communicating electronically with the adult education agency). Stand-alone modules for these competencies may be appropriate for some participants and programs. The core

guidance to the field is to intentionally integrate these two core competencies across their immigrant integration efforts, as opposed to exclusively offering stand-alone workshops or modules.

Incentives and Benefits for Using the Immigrant Integration Metrics

AB 2098 establishes the immigrant integration metrics as voluntary process that will benefit students, communities and the state by more fully documenting the contributions the CAEP program makes. The metrics can be used by all CAEP consortia and agencies but are not mandated. However, there are important benefits and incentives agencies can gain by adopting the metrics in line with the needs of their local and regional communities:

- Improve achievement of outcomes: providing instruction contextualized to immigrant integration will accelerate progress and increase persistence
- Build community partnership and leverage additional resources for students
- Provide information consortia and agencies can use to improve their services to immigrants
- Build the case for additional resources based on tracking activities and outcomes

	IMMIGRANT INTEGRATION INDICATORS - OVERVIEW				
	ECONOMIC SECURITY	**ENGLISH PROFICIENCY**	**FIRST LANGUAGE PROFICIENCY**	**CREDENTIALS AND RESIDENCY**	**HEALTH AND WELL-BEING**
Knowledge, Information, and Language/ Communica-tion Strategy	Economic security assessment Economic security knowledge and competency	Assessment of priority language acquisition or translation needs Completion of assessment of EL competency based on individual goals Completion of NRS levels Use of alternative learning modalities	Completion of a first-language literacy assessment and developing a first-language plan Enrollment in/completion of Spanish high school diploma or HSE # Students who meet ESL Standards where they are in terms of level	Completion of a credentials/immigration needs assessment Completion of a credentials/immigration process curriculum	Completion of a health curriculum
Community Based Activity	Economic security relevant workshop or other activity Community-based milestone	Active role (participation) in community activities	Accessing information on outside FLL services	Participation in information gathering activities related to documentation and immigration status	Participation in health workshop Submittal of application for health insurance
Referral to Partners	Referral to partner agencies	Referral to partner agencies	Referral to first language acquisition programs	Referral to resources relevant to credentials and immigration status	Referral to partner agency
Outcomes	Bank account Job entry, promotion, wages (CAEP metrics) <u>System Change Indicators</u> Spark Point financial metrics Sufficiency standard Not in poverty Family sustaining employment Enrollment/receipt of public benefits	NRS level gains (ELs) Attainment of English proficiency based on their goals (non-ELs)	Completion of first language acquisition programs (Plaza Communitarias or other consulate programs) Completion of other first language programs	Application/receipt of Driver's License Application/receipt of gov't or other ID Application/receipt of change to Immigrant Status Application/receipt of professional license	<u>System Change Indicators</u> Acquisition of health insurance

	IMMIGRANT INTEGRATION INDICATORS - OVERVIEW				
	EDUCATION AND CAREER	**CHILDREN AND FAMILY**	**CIVIC AND COMMUNITY PARTICIPATION**	**DIGITAL LITERACY**	**SELF-EFFICACY AND SYSTEM NAVIGATION**
Knowledge, Information, and Language/ Communica-tion Strategy	Completion of an individual education and career plan (IECP) based on an assessment of strengths, interests, values and education/career opportunities Completion of employment and career related curriculum (class or module)	Completion of a needs assessment related to providing for children and family Completion of curriculum on family literacy or other topic related to multi-generational integration Completion of curricula related to providing for children and elders	Completion of community and civic participation-related curricula Student survey results	Digital literacy course enrollments and completions Digital literacy competency completions IECP in student-maintained digital portfolio	Comprehensive career/education assessments Completion of orientation/navigation curriculum Individual education and career plans (IECPs)
Community Based Activity	Participation in work-based learning	Communications with teachers Communications with care providers	Participation in community activities leading to behavior change	Electronic communications with agency	Completion of community activities related to IECP
Referral to Partners	Referral to partner agencies	Referral to partner agencies	Referral to partner agencies	Referral to partner agencies	Referral to partner agencies
Outcomes	Job application Job acquisition Wage increase or promotion Credential attainment/certificate completion	Understanding of K12 system in US DLAC/ELAC participation PTA participation Volunteer activities Attainment of library cards System Change Indicators Data on K12 students of parents	Participation in action/advocacy Joining community "structures" (organizations, processes, networks, etc.)	DL competencies assessed and certified via badges and certificates	Milestone achievements Support services received

ECONOMIC SECURITY

DESCRIPTION

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

- Variability regarding individual need (knowledge, action, outcomes)
- System responsiveness (next steps, effective referrals, system awareness, professional development)
- Ability to access community resources (micro loans, food banks, social service programs)
- Percent with household above regional poverty levels
- Percent who move out of poverty
- Percent employed in jobs with family sustaining wages

INDICATORS

- Upward mobility in employment and/or career (income, wages, educational attainment, entrepreneurship steps, understanding workers' rights, soft skills training (employment)
- Household income and security (tenants' rights, lease agreement, budgeting (household), credit rating score, household supports navigation, childcare supports, savings, utilities, soft skills training (cultural))
- Financial Literacy / Spark point (credit score, no consumer debt, 6 months of living expenses)

ECONOMIC SECURITY GOAL

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

	METRICS			
	(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant	# Students completing economic security assessment (financial literacy, budgeting, banking, consumer debt, emergency savings, food security, housing supports navigation, tenants/lease rights, child care) # Students completing a economic security curriculum (class or module); covering financial literacy, budgeting, banking, consumer debt, emergency savings, food security, housing supports navigation, tenants/lease rights, child care. Resources available, including eligibility and how to apply. "Know Your Rights" information, including Public Charge. Curriculum to integrate digital literacy and self-efficacy content.	# of participants in economic security relevant workshop or other activity; # who achieve a community-based milestone (e.g., submit application for bank account, access a food bank, etc.)	# of referrals to partner agency	# of students who open a bank account # AEP metrics (job entry, promotion, wages) System Change Indicators # of students with achieving Spark Point financial metric (emergency funding, no consumer debt, target credit score) # of students achieving sufficiency standard (income/poverty metrics) % with household above regional poverty levels % who move out of poverty % employed in jobs with family sustaining wages Enrollment/receipt of public benefits (depending on assessment of public charge risks)
Institutional	Effectiveness (H/M/L) of • Economic security assessment • Economic security curriculum (Above designed in collaboration with partners) Student satisfaction	Effectiveness of agency partnerships with relevant community agencies. (H/M/L) (e.g., micro loans, food banks, social service programs) Student satisfaction	Effectiveness of agency partnerships with relevant community agencies. (H/M/L) (e.g., micro loans, food banks, social service programs) Student satisfaction	Effectiveness (H/M/L) of data capture process Student satisfaction
Model Practices	• United Way's SparkPoint financial security model and program.			

NOTES

Application to Non-EL Immigrants

The metrics above are applicable to students in all CAEP programs.

Each program will need to develop specific plans and approaches to implement this is non-EL CAEP programs

Related EL Civics Co-AAPs

1, 2, 3, 4, 5

ENGLISH PROFICIENCY

DESCRIPTION

- Ability to communicate in English for all necessary and social aspects of work, family and community. (Social: neighbor, co-worker, supermarket, school)
- Ability to use the English language to navigate social and civic aspects of living in the U.S.
- Include multiple modalities of effectively communicating: Speaking, Listening, Reading, Writing
- English proficiency is the "meta metric" that drives everything, yet should not be the threshold to all opportunities. People need to meet their needs before having fully mastered English.

INDICATORS

- Course program completion
- Achieving student learning outcomes
- Assessment score targets
- Achieve educational functioning levels
- Speaking skills
- Writing skills
- Digital literacy (school portals)
- Co-APP completion
- Institutional Capacity: 1st language materials (ballots, school materials)
- Institutional Capacity: having the levels/programs for needs identified

ENGLISH PROFICIENCY GOAL

Ability to communicate in English for all necessary and social aspects of work, family and community

	METRICS			
	(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant	# of EL students completing a assessment of their priority language acquisition or translation needs and timescale, i.e., do they need short-term services to handle immediate needs # of Non-EL students completing an assessment of EL competency based on individual life/career goal # Students completing a CASAS/NRS level (ESL should integrate digital literacy and self-efficacy content). # of students using alternative modalities (cell-phones, self-paced)	# students participating in community activities in active roles	# of referrals to partner agencies	# CASAS/NRS level gains (ELs) # of non-EL students attaining English proficiency based on their goals
Institutional	Effectiveness (H/M/L) of assessment of priority language needs Effectiveness (H/M/L) of ESL, VESL and IET programs Effectiveness (H/M/L) of EL Civics implementation by agency Effectiveness (H/M/L) of English Acquisition for generation 1.5 Student satisfaction	Effectiveness (H/M/L) of partnerships to connect students to real world activity Student satisfaction	Effectiveness (H/M/L) of partnerships that provide complementary services? Student satisfaction	Effectiveness (H/M/L) of partnerships of data capture processes Student satisfaction
Model Practices	To be identified during implementation.			

Notes

Application to Non-EL Immigrants

For non-ELs, there will need to be a specialized assessment EL competency based on individual life/career goal. A college-goal student will need an assessment of academic reading and writing (e.g., aligned to AB 705) while students seeking immediate employment will need assessments related to their target occupation.

The metrics above are applicable to students in all CAEP programs.

Each program will need to develop specific plans and approaches to implement this is non-EL CAEP programs

Related EL Civics Co-AAPs

All of the Co-AAPs are related to the English Proficiency goal.

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
- Longer time to measure outcomes for language acquisition
- More programs that provide Vocational English as a Second Language (VESL) – Entrepreneurship
- Standard level on communication/comprehension
- Standard level in reading
- Standard level in writing
- 2-way model
- More bilingual staff in other languages

FIRST LANGUAGE LITERACY GOAL: Ability to access first language literacy resources to meet their goals: Enhance their English acquisition, support their children's education, **m**aintain their heritage and family connections**,** and engage in business in first language			
METRICS			
(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant # Students completing a first-language literacy assessment and developing a first-language plan (including integration of digital literacy and self-efficacy content) # Students enrolling/completing Spanish high school diploma or HSE # Students who meet ESL Standards where they are in terms of level	# of students gathering information on outside FLL services	# Students referred to Plaza Communitarias or other consulate programs # Students referred to other first language programs (e.g., community college)	# Students completing Plaza Communitarias or other consulate programs # Students completing other first language programs (e.g., community college)
Institutional Effectiveness (H/M/L) of • Individual FLL assessment process for ELs • Individual FLL assessment process for Non-ELs • Community assessment of FLL needs • Assessment of FLL needs of current students • Materials in major foreign languages • Inventory of FLL partners and tools • Spanish HSD/E program • Access to translation/ interpretation services Student satisfaction	Effectiveness (H/M/L) of partnership agreements with CBOs, consulates, colleges Student satisfaction	Effectiveness (H/M/L) of partnership agreements with CBOs, consulates, colleges Student satisfaction	Effectiveness (H/M/L) of data capture process Student satisfaction
Model Practices Mexican Consulate Plaza Communitarias			

Application to Non-EL Immigrants

For non-ELs, there will need to be a specialized assessment on needs/goals related to first language literacy.

The metrics above are applicable to students in all CAEP programs.

Each program will need to develop specific plans and approaches to implement this is non-EL CAEP programs

Related EL Civics Co-AAPs

There are no Co-AAPs that address first-language literacy.

CREDENTIALS, IMMIGRATION STATUS 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 to status
- Understand what services one can access
- Identify students' residency status

INDICATORS

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

CREDENTIALS AND IMMIGRATION STATUS GOAL

Ability to understand, access and attain necessary status and documentation: driver's license, government issued ID, other ID, immigration status (LPR, naturalization), professional licensing

METRICS

	(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant	# Students completing a credentials/immigration needs assessment (what docs they need) Confidentiality must be assured. # Students completing a "credentials/immigration process" curriculum (class or module). The types of credentials, the benefits/risks of each, and the application requirements and processes. Needs to integrate digital literacy and self-efficacy content. "Know Your Rights" information. Where to find legal services and how to navigate them. Confidentiality must be assured.	# of students participating in information gathering activities related to documentation and immigration status.	# of students referred to resources relevant to credentials and immigration status	# Driver's License (apply/receive) # Gov. ID (apply/receive) # Other ID (apply/receive) # Immigrant Status (apply/receive) # Professional license (apply/receive)
Institutional Metrics (Capacity, Model Practices)	Effectiveness (H/M/L) of • Credentials/immigration assessment • Credentials/immigration options curriculum • immigrant integration advising/navigation • Supportive agency culture • Community resources inventory (All of above designed in collaboration with partners) Student satisfaction	Effectiveness (H/M/L) of • Partnership agreements with CBOs • Community learning co-designed with partners Student satisfaction	Effectiveness (H/M/L) of • Partnership agreements with CBOs Student satisfaction	Effectiveness (H/M/L) of • Direct data capture • Agreement with partner agency • Data-matching process Student satisfaction
Model Practices	To be identified during implementation.			

Notes

Application to Non-EL Immigrants

The metrics above are applicable to students in all CAEP programs.

Each program will need to develop specific plans and approaches to implement this is non-EL CAEP programs

Related EL Civics Co-AAPs

19, 23, 39, 40, 45

HEALTH / WELLBEING

DESCRIPTION

- Create partnerships to leverage resources for well-being needs for students

Ability to access health care (including mental health services with attention to cultural taboos/sensibilities relative to mental health services"?

- Understand health insurance options
- Understand the health system and how it works
- Apply for health coverage
- Access culturally relevant types of health care and services
- Ability to assess health and well-being insurance options and alternative for health coverage

INDICATORS

- % Health insurance applications
- % Health insurance enrollments
- % Health course enrollments
  Provision of Trauma-informed programming
- # / % of outreach activities (TV, culturally and linguistically available translation and interpretation, multi-language material)

	(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
HEALTH GOAL: Ability to access health care as a foundation to support the individual and family's growth, economic success and participation in their community				
METRICS				
Participant	# Students completing a health curriculum (class or module) including ability to access health care, understanding health insurance options, understand the health system and how it works, how to apply for health coverage, integrating digital literacy relevant to accessing health information and systems, as well as self-efficacy content	# of participants in health workshop; # who submit application for health insurance	# of referrals to partner agency	# of students who receive health insurance System Change Indicators[4] # of students with health insurance
Institutional	Effectiveness (H/M/L) of culturally relevant strategies to provide: • Transition services • Instruction • School-wide support Student satisfaction	Effectiveness (H/M/L) of agency's and partners' strategies to connect students to real world activity Student satisfaction	Effectiveness (H/M/L) of relationships with partners who provide complementary services Student satisfaction	Effectiveness (H/M/L) of • Direct data capture • Agreement with partner agency • Data-matching process Student satisfaction
To be identified during implementation.				

Notes

Application to Non-EL Immigrants
The metrics above are applicable to students in all CAEP programs.
Each program will need to develop specific plans and approaches to implement this in non-EL CAEP programs.
Related EL Civics Co-AAPs
26-31, 46

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

INDICATORS

- Co-Apps
    - % Enrolled, % completed
    - % Applied for a job or got a better job
    - % Obtained a job
    - % Wage gains
    - % Credential attainment/certificate completion
- Enrollments in training programs
- Track the kind of job (Industry, occupation, employer, wage, etc.)
- Customer satisfaction with program (institutional indicator)
- Ability and competencies of support staff/case managers (institutional indicator)
- Availability of programs in multiple languages (institutional indicator)
- Supportive services available to allow people to participate (childcare, transportation, etc.) (institutional indicator)

EDUCATION AND CAREER GOAL

Ability to navigate the K12-to-Higher education system, labor market and workforce system to access family sustaining jobs and careers, including in the near-term using skills from their country of origin.

METRICS

	(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant	# Students completing a individual education and career plan based on an assessment of strengths, interests, values and education/career opportunities; needs to integrate digital literacy and self-efficacy content	# of participants in work-based learning	# of referrals to partner agencies or CBOs (e.g., 1-Stops, CBO's with employment development programs)	% Applied for a job or got a better job % Obtained a job % Wage gains % Credential attainment/certificate completion
Institutional	Effectiveness of the following elements (H/M/L) • Career educational assessment • Individual education and career planning process-term • Short-term CTE programs and career pathways in occupations with high volume of job openings and family-sustaining wages and benefits Student satisfaction	Agency or partners capacity (H/M/L): Do you or your partners have partnerships with employers to provide internships, job-site tours, or other work-based learning? Student satisfaction	Agency or partners capacity (H/M/L): Do you or your partners have partnerships with employers to provide internships, job-site tours, or other work-based learning? Student satisfaction	Effectiveness (H/M/L) of data capture process Student satisfaction

NOTES

Application to Non-EL Immigrants

The metrics above are applicable to students in all CAEP programs.

Each program will need to develop specific plans and approaches to implement this in non-EL CAEP programs.

Related EL Civics Co-AAPs

32, 33, 34, 35, 36, 37

PROVIDING FOR CHILDREN AND FAMILY

DESCRIPTION:

- The ability to care for oneself and one's family
- Multi-generation integration
- Access to resources to ensure family is healthy, safe, nurtured, able to pursue education, etc.
- Program available for Early Childhood Education (ECE)
- Generation trauma awareness
- Participate in school and government
- Understand implications of reclassification
- Completion of parenting related course
- Other specific objectives (library card, joining DLAC/ELAC, PTA membership, volunteering)

INDICATORS:

- Communicate with child's teacher
- Parent meeting established goal
- ECE/Teacher credential/childcare provider courses (livable wage)
- Meets objective of course based on children and family
- Childcare (either at adult education or through some other resource)
- Access to parenting courses/resources
- Data on students of parents: attendance, tardiness, drop-out, grade progression.
- Crosswalk to social service indicators
- Family and child's benefit enrollment
- Parent survey

PROVIDING FOR CHILDREN AND FAMILY GOAL: Ability to care for oneself and one's family, including multi-generation integration, access to resources to ensure family is healthy, safe, nurtured, able to pursue education.

	METRICS			
	(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant	# Students completing an assessment related to providing for children and family # Students completing curriculum on family literacy or other topic related to multi-generational integration. Potential topics include: the ability to care for oneself and one's family (children and elders), multi-generation integration, access to resources to ensure family is healthy, safe, nurtured, able to pursue education, etc., generational trauma awareness, participation in school and government, understanding the implications of reclassification. Include integration of appropriate digital literacy and self-efficacy content.	# of participants communicating with teachers # of participants communicating with care providers	# of referrals to public agencies or CBOs (e.g., childcare, eldercare, etc.)	# students on DLAC/ELAC # students on PTA / school site council # students volunteering # of students attaining library cards # of students in parent-teacher conferences <u>System Change Indicators</u> Data on K12 students of parents: attendance, tardiness, drop-out, grade progression.
Institutional	Effectiveness of the following elements (H/M/L) • Assessment of needs regarding providing for children/family • Parenting/family literacy curriculum • High quality childcare/ECE for students (direct/referral) (All of above designed in collaboration with partners) Other metrics • Parent satisfaction with program • Ability and competencies of support staff/case managers • Availability of programs in multiple languages Student satisfaction	Effectiveness (H/M/L) of partnerships with K12 programs Student satisfaction	Effectiveness (H/M/L) of partnerships with K12 programs Student satisfaction	Effectiveness of data collection (H/M/L) Student satisfaction
To be identified during implementation.				

Application to Non-EL Immigrants

The metrics above are applicable to all CAEP programs.

Each program will need to develop specific plans and approaches to implement this in non-EL CAEP programs.

Related EL Civics Co-AAPs

Related CO-AAPs (13, 17, 18, 20, 21)

CIVIC/COMMUNITY PARTICIPATION

DESCRIPTION

- Ability to participate in or create opportunities to feel a sense of belonging and contribution to a welcoming community
- See definition on in Recommendation 2

    (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.)

INDICATORS

- 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
- Student survey

COMMUNITY/CIVIC PARTICIPATION GOAL: Ability to participate in or create opportunities to feel a sense of belonging and contribution to a welcoming community

	METRICS			
	(1) Knowledge, Information, and Language/ Communication Strategy	**(2) Community Based Activity**	**(3) Referral to Partners**	**(4) Outcomes**
Participant	# Students / outcomes on Community and Civic Participation-related curricula including integration of digital literacy and self-efficacy content	# of students participating in community activities * An option is to capture data through Revised AAPs	# of referrals to partner agencies or CBOs * An option is to capture data through Revised AAPs	# of students participating in action/advocacy # students joining community structures
Institutional	Agency capacity: effectiveness of the following elements (H/M/L) • Community/civic participation curriculum • (Designed in collaboration with partners) Student satisfaction	Agency or partners capacity (H/M/L): Do you or your partners have partnerships with relevant community agencies? Regional alignment through effective and mandatory conversations (H/M/L) Student satisfaction • Sense of belonging • Active role in community event • Community participation led to new information or new behaviors	Agency or partners capacity (H/M/L): Do you or your partners have partnerships with relevant community agencies?	Effectiveness of data collection (H/M/L)
Model Practices	• Align with Welcoming America community immigrant integration metrics • Stanford Immigrant Integration Student survey		• Shared data systems (e.g., Salesforce, CommunityPro Suite) • Co-located services with CBOs	

NOTES

Application to Non-EL Immigrants

The metrics above are applicable to all CAEP programs.

Each program will need to develop specific plans and approaches to implement this in non-EL CAEP programs.

Related EL Civics Co-AAPs

7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 38, 29, 40, 42, 43, 44, 45, 47, 48

DIGITAL LITERACY

DESCRIPTION:

- The ability to navigate the digital world effectively
- Digital citizenship (digital footprint, keeping children safe)
- Ability to be a critical consumer of digital information
- Ability to use technology (computer, cell phones, tablets) to access information, conduct searches, establish/check e-mail, and other life skills associated with using technology.

INDICATORS:

- Digital literacy course enrollments and completions
- Assessments of digital literacy competencies with 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 individual education and career 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 Adult Education teacher credential

NOTES

- Digital Literacy is intended to be embedded across all immigrant integration metrics and highlighted as a key "meta" competency.
- The goal is not to have a limited approach, i.e., only having a stand-alone "digital literacy class". Rather the idea is to provide the opportunity for agencies to provide both stand-alone programs and to embed digital literacy as an essential approach in all the other substantive immigrant integration goal areas.

DIGITIAL LITERACY GOAL: Ability to use technology (computer, cell phones, tablets) to access information, conduct searches, establish/check e-mail, and other life skills associated with using technology, including digital literacy and digital citizenship.

METRICS			
(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant # Students / outcomes on Digital Literacy course enrollments and completions including integration of self-efficacy content. # Student individual educational and career plan in digital portfolio that student maintains	# students have email and communicate/text electronically with CAEP agency # students engaged in a civic or educational activity that requires online application or navigation process.	# of referrals to partner agencies or CBOs regarding DL	# Outcomes captured through assessments of DL competencies w/badges and certificates (in digital portfolio). Including employability and community participation
Institutional Effectiveness of the following elements (H/M/L) • Digital literacy infused throughout curriculum • Digital literacy curriculum stand-alone • Teacher digital literacy competency – Professional Development and part of new A.E. credential Student satisfaction	Effectiveness of agency process to support students to get email. (H/M/L) Student satisfaction with: • Instruction • Ability to access information resources to meet a personal need	Effectiveness of agency partnership with relevant community agencies (H/M/L) Student satisfaction	(Y/N) Agency use of a DL competencies test (Y/N) Agency use of a DL badges system Effectiveness of data collection (H/M/L) Student satisfaction
Promising Practices • Alison Webber • Digital Competencies aligned to ALLIES Framework			

NOTES

Application to Non-EL Immigrants

The metrics above are applicable to all CAEP programs.

Each program will need to develop specific plans and approaches to implement this in non-EL CAEP programs.

Related EL Civics Co-AAPs

47, 48

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

INDICATORS:

- Individual educational and career plan
- 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 in relation to 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

NOTES

- Self-Efficacy is intended to be embedded across all immigrant integration metrics and highlighted as a key "meta" competency.
- The goal is not to have a limited approach, i.e., only having a stand-alone "Self-Efficacy class". Rather the idea is to provide the opportunity for agencies to provide both stand-alone programs and to embed Self-Efficacy as an essential approach in all the other substantive immigrant integration goal areas.

SELF-EFFICACY AND NAVIGATION GOAL: Ability to clarify education, employment and life goals and to identify, access and navigate resources and systems			
METRICS			
(1) Knowledge, Information, and Language/ Communication Strategy	(2) Community Based Activity	(3) Referral to Partners	(4) Outcomes
Participant # Comprehensive career/education assessments # Students participating in an orientation or navigation curriculum (course or module) # Individual education and career plans including appropriate digital literacy elements	# students completing community activities related to IECP	# of referrals to partner agencies or CBOs regarding IECP completion	# of milestone achievements # of support services received
Institutional Agency capacity: Effectiveness of the following elements (H/M/L) • Comprehensive career/education assessments • Individual education and career planning process • Transition/navigation assistance Student satisfaction	Agency or partners capacity (H/M/L): Do you or your partners have a comprehensive network of community partnerships Student satisfaction	Agency or partners capacity (H/M/L): Do you or your partners have a comprehensive network of community partnerships Student satisfaction	Effectiveness (H/M/L) of data capture process Student satisfaction
Promising Practices • Customer ("immigrant") owns the assessment and plan • The assessment and plan is portable, and moves with the customer			• Begin a local data collection method to serve immigrant populations and follow-up for an individualized plan for students

NOTES

Application to Non-EL Immigrants

The metrics above are applicable to students in all CAEP programs.
Each program will need to develop specific plans and approaches to implement this in non-EL CAEP programs.

Related EL Civics Co-AAPs

CO-AAPs (49, 50, 51, 52, 53)

Recommendation 4: Pilot Test Innovative Integration Approaches

Findings

Developing Immigrant Integration metrics and models is a unique opportunity to prototype catalytic system changes in the California Adult Education Program and in cross-agency collaborative projects to promote immigrant integration.

Finding: A focused effort to connect the immigrant target population to well-supported opportunity pathways has the potential to be replicated to other populations.

Finding: Pilot tests are effective in identifying and refining promising practices for wider scaling given that the CAEP has no articulated immigrant integration policy.

Finding: The multi-dimensional immigrant integration model has relevance to all current and potential adult education participants, because all students have a set of interrelated needs and assets.

Finding: The average English Learner spends 120 to 160 hours in a formal ESL program, suggesting the need for catalytic and supported applied learning models.

Finding: Currently, adult education serves approximately 5% of the need.

Finding: There is a need to explore means to expand the reach of immigrant integration beyond the traditional CAEP delivery system because of the resource constraints of the CAEP.

Recommendations

Pilot Test Innovative Integration Approaches

4.A The CAEP to conduct pilot tests of promising practices and metrics for immigrant integration. The goal is to learn about the effectiveness of the metrics and promising practices for addressing priority integration topics. In order to provide accurate information to the state, each pilot should include a required, rigorous evaluation. Pilots can be identified to address key topics such as digital badges, two-generation models (see Recommendation 1.E), and approaches to expanding the reach of adult education, collaborative community planning, etc. Steps for conducting a pilot program can include:

1. Articulate pilot goals
2. Identify priority topics to be addressed by the pilots
3. Develop evaluation plan with consideration of randomized controlled trials

Recommendation 5: Sustain Innovation in Immigrant Integration Metrics and Practices

Findings

Developing effective immigrant integration metrics and practices requires a sustained program of innovation and evaluation

Finding: Comprehensive statewide system change has a long-term developmental time scale. States participating in Accelerating Opportunities, Shifting Gears, and sector partnership initiatives have experienced iterative cycles of policy innovation over the course of several years.

Finding: Establishing early evaluation protocols speeds learning and system change.

Recommendations

Implement a system for sustained innovation and evaluation of Immigrant Integration metrics and practices

5A: CAEP to provide an ongoing communication, professional development and technical assistance process focused on immigrant integration. Integrate support for 2098 metrics into ongoing CAEP processes for professional development, planning and assistance. Integrate use of metrics and resource bank into the annual and three-year regional planning processes.

5B: CAEP to conduct a comprehensive analysis of the effectiveness of the metrics process every 3 years. This comprehensive analysis to be completed in the year before CAEP's regular 3-year regional plan update processes take place. This phasing will allow the results of the immigrant integration metrics assessment to inform consortia as they update their regional plans. The analysis will also inform the state about how to improve the overall immigrant integration effort, including the metrics and other supports for effective immigrant integration.

Implementation Strategy

Core Implementation Strategies

To ensure effective implementation, CAEP will use the following strategies:

- Implementation Advisory Team – Establish a team with field and external partner representation to provide input, support and advice on the implementation of the 2098 recommendations. The Work Group recommends that the advisory team represent the same perspectives that were represented on the Work Group (i.e., adult schools, community colleges, external CBO partners, state agency partners).
- Field Engagement – Provide regular opportunity for field engagement, e.g., in identifying promising practices and participating in pilots.
- Quarterly Progress Updates – Provide quarterly progress reports to the field and interested partners and stakeholders.
- Implementation Timeline – Coordinate a comprehensive implementation program including communications, promising practice development, data infrastructure development, pilots, statewide projects and the ongoing advisory team.
- Transparency – Make data easily and readily available as to the progress of implementation and performance.

Implementation for State-level Recommendations

The 2098 Work Group included the two agencies responsible for the CAEP program (the California Department of Education and the California Community Colleges Chancellor's Office) and two additional state agencies with responsibility for serving populations that overlap with adult education (the Department of Social Services and the California Labor and Workforce Development Agency). Additionally, AB 2098 directs that the metrics recommendations be developed with input from the state's lead official responsible for immigrant integration.

The Work Group recommends that, collectively, these agencies lead the implementation of Recommendation 1, which sets a statewide context and supportive approach for immigrant integration metrics. Implementation of Recommendation 1 will be collaboratively led by these agencies, including coordinating with the implementation of Recommendations 2 through 5. The agencies will collaboratively decide how to organize their implementation activities, including project coordination, communication and accountability. The agencies will also consider options for coordinating implementation of Recommendation 1 with the implementation of other state legislation related to immigrant integration.

Implementation Phasing

	Phase 1	Phase 2	Phase 3	Phase 4
Messaging to the Field	Overview of 2098 results Announcement of opportunities for field representatives to participate in implementation	New data processes Call for "resource bank" submissions Call for pilots based on existing practices	Status updates	Preliminary results of metrics
Data	Develop Data Definitions Develop TE and MIS data collection methods	Technical assistance on new or modified data collection	Technical assistance on new or modified data collection	Technical assistance on new or modified data collection
Model Practices	Call for Model Practices for Resource Bank Develop consortium and agency data sets on immigrant integration needs	Disseminate Tool Kit • Model Practices • Data on immigrant integration needs • Guidance	Provide professional development and technical assistance	Provide professional development and technical assistance
Pilots	Prepare Pilot invitation	Pilots to expand existing practices		
			Pilot projects to implement tool kit elements	
Statewide Projects	Conduct Recommendation 1 studies Conduct Recommendation 2 studies			
Implementation Advisory Process	Establish Implementation Advisory Team	Review status and advise on implementation	Review status and advise on implementation	Review status and advise on implementation