



# IMMIGRANT INTEGRATION FRAMEWORK

FROM ENGLISH LEARNING TO FULL PARTICIPATION





## ABOUT THIS REPORT

*Immigrant Integration Framework: From English Learning to Full Participation* reviews how immigrants' success must include more than the acquisition of English language skills. The proposed framework suggests that a broader, more balanced set of goals and associated metrics can more accurately record an immigrant's progress. This framework can be foundational in supporting individual immigrants more holistically, as well as assessing the capacity of programs that serve immigrants, and identifying support gaps in individual communities.

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# LETTER FROM ALLIES CO-CHAIRS OF THE IMMIGRANT INTEGRATION FRAMEWORK PROJECT

When ALLIES (Alliance for Language Learners' Integration, Education and Success) was formed in 2010, it was in response to obvious gaps in the services received by adult immigrants, as they moved between adult schools (local school districts) and the California Community Colleges.

The disconnect between the school systems perpetuated a marginalization of adult English learners. The two systems served similar populations, though often in different ways. ALLIES modeled how a greater positive impact for adult immigrants could be achieved when providers collaborate in innovative ways, expand their thinking about how they deliver services, and focus on the needs of the students, not the institutions.

The collaborative model of ALLIES was recognized by many in the state to help drive the current reform of public adult education in California. Subsequently ALLIES expanded its focus to advocate for and facilitate stronger connections with community-based organizations whose roots were deep in immigrant neighborhoods. Maintaining focus on the immigrant English learner, and the potential of this emerging cross-sector collaboration, ALLIES now explores how a framework of pathways for greater integration might be used so more immigrants may achieve their goals.

Government policy endorses the acute need to develop the capacity of immigrants for regional workforces. The current reform of public adult education is almost wholly

constituted in response to this critical focus on workforce preparation. ALLIES welcomes this focus; indeed the research is clear that adult English learners have been disproportionately excluded from quality career training. However, this whitepaper seeks to broaden thinking on what would enable greater participation.

The traditional mission of adult education in California has been to provide opportunities for immigrant learners to gain more access and understanding of their new circumstances, and provide space for them to reimagine what's possible for them and their children. This is consistent with the many local initiatives that emerged in the last decade, to create welcoming communities for immigrants and refugees. What if immigrant integration, in these terms, was achieved more authentically and more quickly? What if systems could identify the gaps in welcoming communities and foster greater collaboration to fill those gaps?

ALLIES believes improving this historic mission of adult English language acquisition, working cross-sector to achieve a more cohesive impact, will enable many more immigrants to progress on career ladders more efficiently, as well as create more inclusive communities.

The "I" in ALLIES always stood for "integration" and this white paper presents a framework to support these multiple and inter-related goals.



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Since its inception in 2010, ALLIES has facilitated the building of deeper connections between adult schools and community colleges, introducing more support for English learning adults in “seamless” pathways.



# EXECUTIVE SUMMARY

## Immigrant Integration

As a nation of immigrants, we must continue our tradition of supporting the civic, educational and economic success of all who call America home. ALLIES (the Alliance for Language Learners' Integration, Education and Success) presents this white paper as a result of its focus on the systems and services that support adult English learners. Since its inception in 2010, ALLIES has facilitated the building of deeper connections between adult schools and community colleges, introducing more support for English learning adults in "seamless" pathways. In recent years, ALLIES further explored how community-based organizations can be critical partners in those pathways. This white paper reviews how immigrants' success must include more than the acquisition of English language skills. The proposed framework suggests that a broader, balanced set of goals and associated metrics can more accurately record an immigrant's progress. This framework can be foundational in supporting individual immigrants in a holistic manner, as well as assessing the capacity of programs that serve immigrants, and identifying support gaps in individual communities.

Immigrant integration is commonly defined as a dynamic, two-way process in which immigrants and the receiving society work together to build secure, vibrant, and cohesive communities. Immigrant integration means people are able to succeed in American society through progress in three overall areas: Linguistic integration, Economic integration and Social integration. The Immigrant Integration Framework presented in this white paper expands on these three areas by introducing eight goal areas of immigrant integration along with associated metrics.

## An Investment in Our Future— The Purpose and Importance of the Immigrant Integration Framework

The need for this framework emerges from any review of national, state, and regional demographics. Immigrants and their children make up a growing segment of America's



population and are vital to our nation's future economic and social success.

Policy analysts note that California—which experienced high levels of immigration and associated policy changes in the 1990s—is two decades ahead of the rest of the country, and can contribute to the current discussions of how to address immigration. In this context, the project team chose Santa Clara County as the initial reference community for the design and eventual prototyping of the framework. The percentage of immigrants in Santa Clara County is the highest since 1870. Younger residents of the county are especially impacted by immigration; 60% of all children in the county have at least one immigrant parent. The future capacity of the workforce, regional economic development, and social justice and civic well being will all depend on the success of immigrants. The success of immigrants in the region, state and this country can be defined by how well and how quickly they integrate linguistically, economically and socially. The ability to accommodate individual backgrounds and differences is essential: immigrants in the country come from over 60 countries with educations ranging from very low to advanced degrees. A range of adaptable options will need to be the hallmark of any proposed approach to immigrant integration.

To address that broad range of needs, an expanded menu of resources will be needed. The Immigrant Integration Framework is ambitious, calling for collaborative work across service

sectors, using the same goals and measures as the only way to achieve the expanded menu. Many institutions that promote development and growth within society will need to be involved, including early childhood care; elementary, postsecondary, and adult education systems; workforce development; health care providers; social service and other public agencies, and many more.

Now more than ever, we need tools and resources that will empower communities and institutions to advance immigrant integration. A strong framework of support for a two-way integration process—to the mutual benefit of both immigrants and the receiving community—is essential to maintain social, cultural and economic vitality.

### Current Immigrant Integration Efforts

For many years the County of Santa Clara has had an active and effective role through its Office of Immigrant Relations. The previous administration in Washington D.C encouraged “Welcoming America” initiatives, and the City of San Jose established an Office of Immigrant Affairs and defined San Jose as a “Welcoming City.” California’s Governor appointed a Director of Immigrant Relations to coordinate state initiatives and support the many legislative initiatives, local Workforce Development Boards’ efforts, the Adult Education Block Grant programs, and nonprofits in the private sector. Studies continue to emerge about the under-representation of immigrants in quality career training. At the same time, research confirms the critical efficacy of multi-generational education models to address marginalization and poverty. ALLIES believes there has never been a greater urgency to do this kind of collaborative and innovative work.

### The Immigrant Integration Framework Project—Participants in the Design Process and Methodology

In the Silicon Valley, the Immigrant Integration Framework project came together in recognition of this timely need to study how the systems supporting immigrants might work together differently. The generative idea was that language acquisition alone, even as it tracked along a career pathway, was insufficient to meet the needs of immigrants. The opportunity arose to design a framework with holistic strategies to address the range of immigrant needs and contributions. In Spring 2016, ALLIES and the South Bay Consortium for Adult Education (SBCAE) convened a multi-stakeholder design group to further the development of an immigrant integration pathway. The design group was supported by the work of another non-profit, Working Partnerships USA, who helped with a lit-

erature review, evaluation of local services, and facilitated the incremental development of the Goal Maps and metrics. The multi-stakeholder design group included representatives from Mission College, Campbell Adult and Community Education, Sacred Heart Community Services, Catholic Charities of Santa Clara County, City of San Jose Office of Immigrant Affairs, Santa Clara County Office of Immigrant Relations, ALLIES and the South Bay Consortium for Adult Education

The Design Team met multiple times through the spring of 2016, reviewing research, local data, surveys and results of various interviews and focus groups of providers and students. The draft Goal Maps and metrics were presented in a symposium in July, 2016, where representatives of over twenty community-based organizations conducted a close review of Goal Maps, metrics and possible uses for the framework. ALLIES ESL Providers Network (EPN) provided early input into the development of the Goal Maps and helped review the interim work products. The framework was modified, further refined, and tested, at least conceptually, in how it might be used by counselors, social services providers, teachers, and program coordinators.

The resulting Immigrant Integration Framework is the synthesis of their comprehensive wisdom and vision for immigrant integration. It addresses the spectrum of immigrants’ needs, assets and goals across integration domains and offers a new, innovative way to identify and measure the critical factors for successful immigrant integration.





A strong framework of support for a two-way integration process—to the mutual benefit of both immigrants and the receiving community—is essential to maintain social, cultural and economic vitality.

Figure 1: Eight Goal Areas and Metrics



## Immigrant Integration Framework Overview

The Immigrant Integration Framework is a high-level system map: a representation of the necessary and possible educational, support service and work/community activities leading to immigrant integration addressing linguistic, economic and civic integration. It offers a vision of immigrant integration that can be shared across stakeholders from education, service providers, and public agencies in a particular community to provide a shared strategy on how they, as a community, welcome and integrate newcomers into the fabric of society.

This framework is an attempt to capture the different goals that immigrant community members may be pursuing in eight Goal Maps, and identify the needs, barriers, and issues faced by these very different individuals. ‘One-size-fits-all’ thinking is often a problem in this work: “all immigrants need X, Y, and Z.” The Goal Maps are intended to give a list of goals and opportunities that immigrants may choose, at different times, in different ways. It is important to emphasize that not every immigrant will pursue every goal, and not every program serving immigrants will provide services related to all of the goals. Rather, the goals represent the diversity of objectives and pathways that adult immigrants may be pursuing when they seek out education or community institutions.

A guiding principle in the development of the framework was that it should be as much a tool to inventory immigrant contributions, as one to identify needs. It should also be an assessment tool to measure an institution or community’s capacity to support the integration of immigrants. In this way, it should identify where there are gaps or needed additional supports.

In all stages of the development of the framework, an innovation that attracted great interest and support was the idea that metrics should be identified to measure progress. These metrics or milestones add accountability to the effort to support immigrants. Metrics can also engage the immigrant with a new sense of agency or self-authoring (imagine a digital badge achieved). Agreed upon metrics can be used in what is sometimes called “collective impact” work, with data about successes collected across sectors to aggregate information about what works. Without question the current goal areas and associated metrics are a work in progress but the current framework allows immediate testing to begin. ALLIES, SBCAE and the other partners intend this current progress report to lead to expansion and refinement of the framework, the goal areas and the metrics.

The framework proposes eight high-level goal areas, each of which is related to one or more of the three domains of immigrant integration: linguistic integration, social integration,



economic integration. All eight areas present Goal Maps, which suggest there is incremental progress possible in each area; one milestone may enable the achievement of the next. Similarly, each of the Goal Maps will not exist in isolation; skills and outcomes in one goal area are linked to those in another. The expectation is that additional goals and milestones will add to the utility of the framework. See Figure 1: Eight Goal Areas and Metrics.

## Recommendations and Next Phase

The Immigrant Integration Framework provides the opportunity for individual institutions and service provider organizations to take immediate action to improve the integration experience of individuals in their community. It can also be used to aggregate data across systems and regionally to review what’s working and to identify gaps in the community of practitioners. It may also promote long-term systematic impact through local, state, and federal policy changes. Central to the motivation for this framework is the desire to validate and improve the impact made by schools, colleges, community-based organizations, libraries, government social services, and non-profits. In the accountability provided by the Goal Maps’ metrics, there is the hope that public policy will increasingly acknowledge the return on investment. What gets measured gets done. What gets measured may get funded. The table on the next page outlines some possible uses of the framework.

The next phase of the project is to prototype tools and protocols for using the framework. Specifically, the SBCAE will include this phase in the 2017-18 Annual Plan of its activities. ALLIES will look to continue to support and be a catalyst for further development and welcomes input from others on how to best use and expand this emerging framework.

Together, our collaborative work will make institutions and services more accessible and will directly align with making communities more welcoming.

Figure 2: Possible Uses of the Framework

USER GROUP	POSSIBLE USES
<b>Individual Immigrant</b>	<ul style="list-style-type: none"> <li>■ goal setting tool</li> <li>■ connect people to resources</li> <li>■ assessment tool</li> </ul>
<b>Policymakers</b>	<ul style="list-style-type: none"> <li>■ use immigrant integration metrics validate services to immigrants</li> <li>■ evaluate services against immigrant integration outcomes</li> <li>■ identify gaps in services</li> <li>■ support and expand community resources</li> </ul>
<b>Regional Multi-Sector Collaboratives</b>	<ul style="list-style-type: none"> <li>■ enhance collaboration</li> <li>■ assess landscape of immigrant integration services</li> <li>■ improved referral system, warm hand off</li> <li>■ common set of metrics</li> <li>■ build no wrong door infrastructure</li> </ul>
<b>Community members</b>	<ul style="list-style-type: none"> <li>■ awareness and understanding of immigrant integration</li> <li>■ identify shared goals</li> <li>■ community dialogue</li> <li>■ understanding of the role of receiving community</li> </ul>
<b>Workforce Development Agencies</b>	<ul style="list-style-type: none"> <li>■ collaboration opportunities with adult education and service providers</li> <li>■ streamlining of services</li> <li>■ accelerating immigrant's career success</li> </ul>
<b>Employers</b>	<ul style="list-style-type: none"> <li>■ understanding of unique needs and contributions of immigrants</li> <li>■ workplace based immigrant integration services</li> <li>■ hiring of foreign educated professionals</li> </ul>
<b>AEBG Consortia</b>	<ul style="list-style-type: none"> <li>■ validate all aspects of immigrant integration</li> <li>■ include metrics for immigrant integration</li> <li>■ invest in community partnerships to better serve immigrant students</li> </ul>
<b>Education and Community Organization leadership</b>	<ul style="list-style-type: none"> <li>■ program design</li> <li>■ integrated services</li> <li>■ collaboration across service providers</li> <li>■ case management, counseling, advising students or clients</li> <li>■ professional development opportunities</li> </ul>
<b>Education: classroom</b>	<ul style="list-style-type: none"> <li>■ connecting students to resources</li> <li>■ curriculum design</li> </ul>

When meeting the needs of immigrants to create a better life for themselves, we also lift up communities in ways that benefit everyone. As a nation of immigrants, it is critical to support the civic, educational and economic success of all who call America home.

# INTRODUCTION

## ■ The Need for Immigrant Integration

Historically, immigrants' contributions to U.S. society have been inextricably linked to the nation's progress as a whole. However, the success of immigrants in this country is reliant on how well they integrate into society. Any review of national and state demographics reinforces how this historic fact is even more apparent now.

Systemic changes are needed to accomplish integration more efficiently and more quickly, tools and resources must be identified that will empower individuals, communities and institutions to be adequate to the task. A strong framework of support for a two-way integration process—to the mutual benefit of both immigrants and the receiving community—can both be a lens through which to measure a community's readiness, and a map of possible pathways for supporting the individual immigrant.

Our project identifies a comprehensive framework and measureable outcomes of immigrant integration. The need to explore tools and practices that can accelerate integration, and achieve systems' change is more urgent than ever. The goal of integration demands much of the institutions that promote development and growth within society to understand and require multiple supports and systems, including early childhood care; access to appropriate elementary, postsecondary, and adult education opportunities; career pathways and workforce development; health care; civic engagement; provision of government services to communities with linguistic diversity; and much more. As a nation of immigrants, it is critical to support the civic, educational and economic success of all who call America home.

In Silicon Valley, the Immigrant Integration Framework project came together to address this need and opportunity to collaborate and innovate for a holistic strategy that reflects a wide range of immigrant needs. No single pathway to integration will suit all immigrants, and it is not the intent of this project to proscribe a "one-size-fits-all" strategy. The aim of this project is to build a multi-pronged strategy that captures the diverse assets, needs and goals of the immigrant community, and allows for a "no wrong door" framework, where immigrants have access to the full spectrum of integration services available to them, regardless of their point of entry into the



system. The integration process must be undertaken by a variety of parties working together to leverage the assets, identify gaps, and meet the goals of individual immigrants.

When institutions and organizations in the immigrant and receiving communities are collaborating and aligned, they can mobilize the power of both groups. When meeting the needs of immigrants to create a better life for themselves, we also lift up communities in ways that benefit everyone.

## ■ Investing in California's Future

In California more than one-quarter of the state's residents are immigrants, and almost half of those are citizens. Nearly 60% of children in California have at least one immigrant parent, and together, they make up over 40% of the California population.

In Santa Clara County, the immigrant share of the population is at its highest point since 1870; approximately 655,000 immigrants live in the County, comprising 37% of the region's population. 51% of the County residents speak a language other than English at home. Among other major immigrant hubs in the state, Santa Clara County has the largest and most diverse share of immigrants. While nearly a quarter of the region's immigrants come from Mexico (23%), more than half of the rest come from countries across Asia.

Immigration especially impacts the region's youngest population. About 1 in 10 children in the County is an immigrant and



60% have at least one immigrant parent. Residency status remains a pressing issue in the County. It is estimated that 183,500 Santa Clara County residents are undocumented. Many undocumented residents live in so called mixed-status families, where some family members may have legal residency status and others may not. About 77% of unauthorized residents are living with citizens, and 37% are living with their own citizen children.

Immigrants in Santa Clara County are also more likely to be in their prime working years, with 74% of foreign-born residents over the age of 16 falling in the 25-to-44 and 45-to-59 age bands (compared to 57% of those who are native born). More importantly, those who are 25 to 44 years old will continue to play a key role in the country's labor force for decades to come.

The complexity of immigrant communities in the Silicon Valley suggests clearly that one size does not-fit-all. There is an in-

credible diversity in language and country of origin. The largest share of residents in Santa Clara County are Asian, with White being the second most common, followed by Hispanic. 52.7% of Santa Clara County residents are speakers of a non-English language. That is higher than the national average of 21.5%. The most common language is Spanish, followed by Chinese, and Vietnamese.

Perhaps the most notable factor in the diversity of the Silicon Valley immigrant community is the disparate circumstances and motivations for immigration, which may lead to different goals, assets and need. This region is home to highly-skilled, educated professionals, refugees, individuals with low levels of formal education in their countries of origin, workers on H visas and undocumented immigrants, all contributing to the rich fabric and current and future successes of the region and the State.

## THE LANDSCAPE: CURRENT IMMIGRANT INTEGRATION EFFORTS

Existing efforts at the national, state, and local levels provide a strong foundation for a holistic, two-way strategy to immigrant integration. Here are a few examples:

### National Immigrant Integration Initiatives

Recent years have seen an increasing number of Immigrant Integration initiatives at the national level. Welcoming America, launched in 2009, leads a movement of inclusive communities across the United States that want to make their region more welcoming to all. The 9th National Immigrant Integration Conference, held in December 2016 in Nashville TN, saw a gathering of more than 1000 participants engaging in conversation and strategy around immigrant integration in the United States. At the conference, the need for a comprehensive, multi-sector and collaborative strategy to immigrant integration clearly emerged, especially in light of the 2016 U.S. presidential election and recent developments in Europe.

### California State Government

In recent years, over 20 pieces of state legislation were passed directly addressing immigrant status and supports. Examples include AB-60, requiring the Department of Motor Vehicles to issue an original driver license to an applicant who is unable to submit

satisfactory proof of legal presence in the United States, and SB-1159 providing opportunities for career licensing regardless of immigration status. In order to understand how these legislative initiatives connect and explore further opportunities to support California's immigrant population, the Governor added a Director of Immigrant Integration position to his Cabinet in 2016.

### Santa Clara County

At the County level, the Santa Clara County Office of Immigrant Relations (OIR) has served as a leading resource that has helped local governments and other entities understand the issues, needs, and contributions of immigrants. OIR has worked with local agencies on immigrant integration programs and helped prepare hundreds of community members for civic engagement and cross-cultural understanding. The mission of OIR is to:

- Provide ongoing analysis of local impacts, to ensure effective planning in response to various policies and practices that affect immigrants
- Promote effective coordination of services, to facilitate full inclusion of immigrants and entire immigrant communities
- Identify, promote, and apply best practices in immigrant integration



- Provide ongoing research and analysis of existing and emerging immigrant community needs
- Heighten community awareness of immigrant contributions
- Collaborate and support organizations working to improve the lives of immigrants

The City of San Jose's Office of Immigrant Affairs was established in 2015 for the purpose of creating a more informed, engaged, and welcoming experience for immigrants; increase opportunities for shared prosperity, and aim for San Jose to become the most successful multi-cultural city in the world. The city of San Jose formally adopted a Welcoming San Jose plan in 2016.

Both offices regularly collaborate on launching new initiatives serving the immigrant community in Santa Clara County.

## San Mateo County

San Mateo County has a new Office of Immigrant Support and Coordination (OISC) <http://hsa.smcgov.org/oisc>, which provides extensive information on available ESL classes, legal services resources, and social services available to immigrant residents within the county. A partnership with the County

Library network will install Citizenship Corners, where immigrants can get information on how to apply for citizenship, as well as DVD's, flash cards, and other study materials. Materials are made available free of charge by the US Citizenship and Immigration Services (USCIS), and demonstrate a unique collaboration between the County and the federal immigration entity. East Palo Alto and Foster City libraries are currently piloting this service, with the goal of making one available in each of the county libraries.

On September 21, 2017 San Mateo County held its first Immigrant Integration Summit

<https://immigrantsummitsmc.org>

<https://hsa.smcgov.org/blog/2016-10-27/immigrant-integration-summit-presentations>

On Feb. 13, 2017 Redwood City's City Council announced Redwood City as a Welcoming City, a designation created by Welcoming America, <https://www.welcomingamerica.org/>. This national program supports communities in their efforts to promote inclusiveness, mutual respect and cooperation throughout the community.

# THE IMMIGRANT INTEGRATION FRAMEWORK PROJECT: GENESIS AND PURPOSE

## Genesis of the Immigrant Integration Framework

The 150-year history of public adult education in California, first in the local school districts and later in the community colleges, has consistently demonstrated that a unique role of adult education ESL and citizenship programs has been to be a first stop for non-English speaking immigrants in California. As more rigor and accountability is asked of adult education ESL programs, especially in preparing adults for careers, many regional practitioners expressed a need to maintain that role of “newcomer center.” The present framework is intended to maintain that historic mission of immigrant integration, and to do it more effectively with the same structure and rigor as career preparation. The development of the framework was seen as not replacing a focus on career preparation, but rather a way to make those career pathways accessible to all.

Founding partners of this project are

- The Alliance for Language Learners’ Integration, Education and Success (ALLIES): a coalition of adult schools, community colleges, and community-based organizations in Silicon Valley, promoting collaboration across ESL providers and supporting innovative multi-sector partnerships
- The South Bay Consortium for Adult Education (SBCAE): an Adult Education Block Grant (AEBG) consortium made up of four colleges and five adult schools, collectively serving over 30,000 adult education students in Santa Clara County

The ambitious Immigrant Integration Framework is an attempt to address the full spectrum of immigrants’ needs, assets and goals and offers a new, innovative way to identify and measure the critical factors for successful immigrant integration. A principal innovation is the development of common metrics to assess movement toward integration. This enables the aggregation and analysis of data regarding adults’ progress toward immigrant integration outcomes.

The adoption of common metrics can have a significant impact on the immigrant integration services landscape. Not only will organizing service providers be able to potentiate each other’s work, but also examine a high-level representation of what exists and what is lacking in educational, support service and community resources required for linguistic,



economic and civic integration. The project suggests that tools may be developed not only to support the progress of individual immigrants, but also to assess the readiness of the welcoming communities.

## What Needs and Audiences Drove the Development of the IIF model?

More than the acquisition of basic English literacy, individual immigrants often experience marginalization due to the lack of knowledge or understanding of processes and resources available to them. The intent of the following framework and pathways is to respond to the multiple goals that adult immigrants may have, and show examples of the major milestones involved in the progression towards those goals. It also suggests the interrelationships among those milestones.

The framework may assist educational and service providers to develop tools that map out which pathways are feasible, what barriers or gaps immigrants may face, and where to find resources. A unified way of thinking about immigrant integration will facilitate collaboration across service providers in the region. What’s more, shared measures of progress will facilitate tracking student/client outcomes.

As the state recovered from the economic crisis of 2009, state policy makers wanted to fund public adult education, as well as develop connections among adult education providers that hadn’t previously existed. Legislation first mandated an exhaustive two-year regional planning process for adult

education (AB86) and then funded implementation of those regional plans (AB104). 71 regional consortia were formed around the state, connecting K-12 school districts' adult schools, community colleges, as well as community partners. In Santa Clara County the third largest consortium in the state was formed, the South Bay Consortium for Adult Education (SBCAE), connecting five adult schools and four colleges. In the 2013-2015 planning process, meetings were held with a broad range of community stakeholders, employers and workforce development experts, faculty, focus groups of students, and consultants with special expertise. Quantitative and qualitative data was reviewed, gaps identified, and an ambitious three-year regional plan was developed and approved. In addition to some expected goals – aligning curriculum, increased support services, articulated career pathways – the SBCAE Regional plan, and subsequent annual iterations of it, specifically addressed the need for greater immigrant integration for adult English learners. Consistent with the consortium's explicitly stated values supporting educational equity, and social and economic justice, the SBCAE included an additional and intentional focus on the specific goals and needs of adult immigrants. The first annual list of activities to implement the regional plan suggested not only continued prioritization of immigrant integration in the consortium's ESL programs, but identified the pressing need to have metrics to show progress. The SBCAE sought to demonstrate to local and state policymakers the importance of adult education as a vehicle of immigrant integration, and viewed the accountability of having report metrics a critical part of that advocacy. The collaboration with ALLIES to produce the current framework helps advance this argument, and will certainly challenge current practices in ESL programs to be more accountable by reporting the impact of adult education.

## ■ Principles

The following are guiding principles underlying the framework:

### More than learning English

The Immigrant Integration Framework offers a comprehensive vision for immigrant integration. A holistic, multidimensional strategy to immigrant integration will support immigrants' overall success. Progress in one area will lead to better outcomes in another area. For example:

1. reliable access to childcare and transportation will improve immigrants' ability to attend ESL classes.

2. building social capital and cross-cultural understanding will increase one's chances of successfully entering the workplace
3. learning English and understanding the school systems will enable parents to advocate for their needs and support their children's education.
4. working simultaneously towards immigrant integration milestones will accelerate and increase career success for those pursuing employment.

### No one-size-fits-all

The proposed Goal map, acknowledges that there is no "one-size-fits-all" diagram that combines the multiplicity of goals, needs and assets of our diverse immigrant communities. Furthermore, most people do not have just one single goal or focus. In our daily lives, each of us is juggling family, work, paying the bills, and planning for the future. Rather than suggest a generic pathway, this multipolar framework illustrates potential progressions, milestones, and goals across a wide range of life themes.

One goal of this framework is to help us build a multi-pronged strategy that captures all of the diverse assets, gaps, needs and goals of our communities, while still being broad enough to be useful in a "no wrong door" type of framework.

### Two-way assessment tool

1. On the individual level, elements of the framework can be used to help initiate and focus a dialogue with the student or client. Also, the framework offers a range of choices and possibilities, but would be overwhelming to apply to any single immigrant alone. Its intent is to provide a map, but not mandate all the destinations possible.
2. On the provider, institutional, or systemic level, it can help guide the development of metrics to show how immigrants are progressing along each dimension of integration. It can also be used to inform assessment for curriculum, organizations or systems to highlight gaps in existing resources or access to resources.

### Assets-based model

The Immigrant Integration Framework is a tool for assessing the unique contributions of immigrants as well as determining areas of growth. Identifying assets to build on is critical in building self-esteem and ownership of one's individual pathway.



# METHODOLOGY AND TIMELINES

## Framework Development Process

As described above, the Immigrant Integration Pathway project originated in 2016 when ALLIES launched a major initiative to define a framework to assist immigrants in meeting multiple goals. Two years earlier the SBCAE had identified a similar goal. A four-person project team from ALLIES and the SBCAE engaged another community partner, Working Partnerships USA, to manage the overall project. The project team formed a 'design group' of representatives from community colleges, adult schools, community based organizations and local public agencies. This design group provided guidance and input at regular intervals.

The design group met multiple times in Spring 2016 to review research, local data, and proposed maps of goal areas. In July 2016, the project team held an Immigrant Integration Forum, where over 50 attendees, representing multiple community-based organizations and education providers, had the opportunity to review the design of the framework, and to provide input on the initial concept maps. In addition to this Immigrant Integration Forum, the project leadership engaged different stakeholders, individually and in focus groups (i.e. meetings of the SBCAE Transition Specialists—student advisers from all nine institutions in SBCAE). Also, the framework was vetted at two ALLIES ESL Provider Network meetings, where ESL and service providers from San Mateo and Santa Clara counties had opportunity to review and question the concept maps and their potential use.

The concept maps were tested as real-life intersecting and interdependent pathways, in interviews with adult English language learners whose responses were integrated into the framework development and final product.

## Structure of the Immigrant Integration Framework

The Immigrant Integration Framework is an ambitious attempt to capture the different goals that immigrant adults may pursue, and suggest ways to address the multiple needs and barriers of these very different individuals. It is important to emphasize that not every immigrant will pursue every goal, and of course not every program will provide services related to all of the goals. Rather, the goals represent the range of objectives and pathways that adult immigrants may be pursu-

ing when they seek out education or resources in the community.

Research and practitioner wisdom have given us language to talk about immigrant integration. Immigrant integration is commonly defined as a dynamic, two-way process in which immigrants and the receiving society work together to build secure, vibrant, and cohesive communities. Immigrant integration means people are able to succeed in American society through progress in three overall areas: Linguistic integration, Economic integration and Social integration.

Linguistic Integration calls for students, teachers, advisors, counselors, and education leaders to connect and collaborate to achieve equity and access for adult immigrant learners. Collaboration will need to happen from the classroom to the highest levels of the educational institution. Innovative educational practices, curriculum, and non-instructional supports will ensure that more adult immigrant students have the language, academic, career, and technology skills they need to achieve their educational goals. Providing educational pathways for adult immigrants is also a two-generational strategy with a documented return on investment evidenced by greater educational achievement for the children of these adult learners.

Economic Integration is facilitated by the shared values of equity and diversity and commitment to create an economy that gives everyone the opportunity to succeed. Economic Integration harnesses the capacity, creativity and innovation of





immigrants. Employers, businesses, and city, county, and state tax revenues will benefit more when all adult immigrants bring the necessary preparation, skills, diverse perspectives and creativity to the workplace. The Economic Integration Goal Maps of this framework provide a pathway for adult immigrants to adapt the knowledge and skills they already have and also to get the knowledge and skills they need for jobs and careers with family-sustaining wages. Regional economies need this career preparation for immigrants now, and sustainable growth will only happen if we do a better job than we are doing. Projected demographic reality confirms that if immigrants continue to be disproportionately marginalized from career training, regional economies will not sustain growth.

Social Integration assumes that greater agency is possible for an immigrant when the local landscapes of culture and power are familiar. Stakeholders in the community benefit when the values of equity and diversity are called out and supported by all. Everyone wants to live in communities that are safe, free from fear and healthy. Safety, security, health, and happiness can be achieved when immigrants are welcomed and included and when their contributions are recognized and valued. Inclusion can be accelerated when immigrants are given the information and social capital to achieve it. The Goal Maps provide many ways for adult immigrants to share the skills and knowledge that they have with the community and to get the skills and knowledge that they need to integrate into the new community that they have joined.

The ALLIES Immigrant Integration Framework presented in this white paper expands on these three areas by introducing eight high-level immigrant integration goals along with associated metrics:

- A. Economic Security**
- B. Educational and Career Advancement**
- C. English Language Proficiency**
- D. First Language Literacy**
- E. Credentials and Residency**
- F. Providing for Children and Family**
- G. Health and Well-Being**
- H. Participation in Civic and Community Life**

## Metrics

Identifying metrics or milestones associated with each of the eight immigrant integration goals will enable users to

**A strong framework of support for a two-way integration process – to the mutual benefit of both immigrants and the receiving community – is essential to maintain social, cultural and economic vitality.**

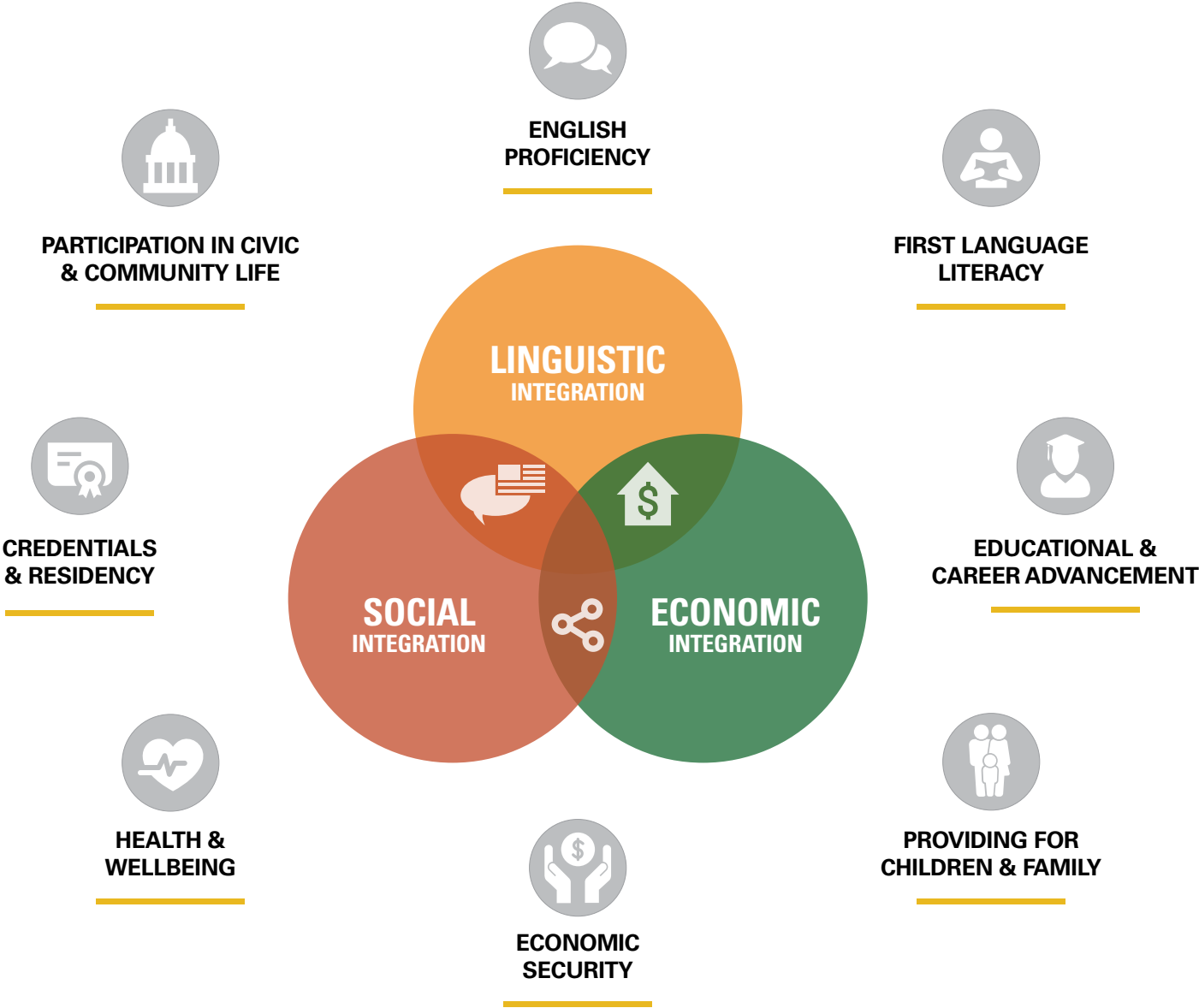
demonstrate progress towards integration. That such metrics may be aggregated, analyzed and reported is the central contribution of this framework project. Data will be critical as the state's adult education reform initiative moves forward. The adage "what gets measured gets done" is true in adult education and beyond. A framework that measures immigrant integration will enhance a state's adult education system. Shared measurement of immigrant integration across service providers can also serve as the basis for successful collaboration and improved outcomes for the individuals served. Making a positive difference for immigrants is the primary purpose of the framework. In addition, widespread adoption of this framework may influence state policy to broaden its strategy and include immigrant integration in a common set of core metrics.

During the development of the framework the following definitions and uses of the proposed metrics emerged:

- Can be used by individuals as well as service providers—common metrics can help assess if an individual is progressing and/or practices are effective
- Measurable—qualitative /quantitative
- Achievable—milestones that are achievable within reasonable timeframes
- Can be a tool for the immigrant to have ownership of their progress, with the ability to see how incremental gains are related to longer-term goals.

This framework is a work in progress. The metrics presented are dynamic and not definitive. In the next prototyping phase of the project, practitioners will drive further refinement of the framework metrics.

Figure 4: Overview of the Immigrant Integration Framework



# IMMIGRANT INTEGRATION FRAMEWORK

## How To Read the Goal Maps

Each Goal Map consists of three main parts: the central Goal; the main Strategies; and the Supporting Objectives.

Each strategy is a distinct pathway towards achieving the Goal. Each strategy can be pursued independently of the others, although an individual or a program may choose to combine several strategies. There is no intent to suggest that every individual will pursue every strategy.

Connected to each strategy on a Goal Map are a number of Supporting Objectives. These represent intermediate objectives that promote progress towards the goal, or that may be necessary to overcome barriers toward goal attainment.

The Supporting Objectives included in each Goal Map are intended to illustrate the range of considerations that may be beneficial in making progress towards the goal, depending on an individual's assets, needs and strategy. Different individuals may pursue different objectives, depending on their situation. Individuals may need to pursue multiple objectives simultaneously or in sequence in order to progress towards their goals.

In summary:

- The **Goal** is the long-term outcome that the individual or program seeks to achieve.
- The **Strategies** represent different pathways towards that Goal.
- The **Supporting Objectives** are intermediate steps that may support progression towards the Goal.

## How to Use the Sample Metrics for Each Goal

Examples of individual-level metrics are listed for each Goal. These metrics can be used to assess an immigrant's progress in achieving milestones toward their goals, or to generate ideas for achievable steps that can help them move towards their goal.

These sample metrics are intended to provide a "menu" of possibilities for your selection. Not every metric will be appropriate for every situation.

Each list of metrics is hardly comprehensive. Rather, we have identified a few of the most commonly used metrics related to each Goal and translated them into a common framework to provide examples of the types of milestones that can be measured at an individual or program level, or cross sector among multiple providers.

### GOAL MAP A: ECONOMIC SECURITY

#### STRATEGY EMPLOYMENT AND CAREER PROGRESSION

##### OBJECTIVES

- Career Navigation, Job Search Skills and Labor Market Info
- Build Professional Networks
- Digital Literacy
- Employment Rights Knowledge
- Entrepreneurship Capacity
- Documentation legal status
- English Proficiency
- Educational Attainment
- Cultural / Civic Competency

## GOAL MAP A

# ECONOMIC SECURITY

Attaining, maintaining, or increasing Economic Security for oneself and one's family is an important goal for the vast majority of adult immigrants. Whether the need is immediate financial stability, long-term savings, or anything in between, many immigrants who are seeking education, information or services are motivated at least in part by an economic goal. When surveyed as to their motivation to learn English, adults in ESL programs inevitably proclaim "to get a better job" as their top priority.

The pursuit of Economic Security may be closely linked with several other goals presented in the other parts of this section. Depending on an individual's circumstances, their path to Economic Security may lead them to take steps towards English Proficiency, First Language Literacy, Education and Career Progression, Credentials and Residency, or increased Participation in Civic and Community Life. Economic Security may also be an important consideration for those who are pursuing other goals, such as Providing for Family and Children or Health and Well-Being.

*Goal Map A: Economic Security* identifies four main strategies by which a person might seek to achieve economic security. The map includes objectives for attaining each strategy and lists the associated metrics for assessing progress towards this goal.

### Strategy : Employment and Career Progression

One of the most common strategies to economic security is to increase one's earnings through Employment and Career Progression; that is, through finding a job (if unemployed), moving to a better job, or progressing in one's career.

### Strategy: Meeting Essential Needs and Managing Household Expenses

For households trying to manage a budget, the flip side of increasing income is stabilizing costs. This is especially important to individuals on a fixed income or with extremely low income, whose primary strategy to economic security may be Meeting Essential Needs and Managing Household Expenses. This strategy also emphasizes accessing lower-cost options for specific needs, such as CalFRESH food



stamps, public programs for health care, or low-income assistance with utilities, which may be a major goal for individuals who are working, but struggle to keep up with the high cost of living.

### Strategy: Asset Building and Asset Protection

Building assets (and/or reducing debts) helps people to maintain economic security even in the face of fluctuating incomes or unexpected expenses. The strategy of Asset Building and Asset Protection is important to anyone who wants to buy a home, improve their credit, obtain a loan, reduce debt payments, plan for college or retirement, or simply save for a rainy day.

### Strategy: Maintaining Household Income

In addition to earnings from a job or self-employment, individuals and families often rely on a variety of other resources for the purpose of Maintaining Household Income. For example, a senior citizen may rely on retirement income, or a full-time caregiver may need to access CalWORKs benefits. Even people who earn income from paid employment often rely on supplemental income from public programs or financial support from family, friends or their community.



## GOAL MAP A: ECONOMIC SECURITY

### STRATEGY EMPLOYMENT AND CAREER PROGRESSION

#### OBJECTIVES

- Career Navigation, Job Search Skills and Labor Market Info
- Build Professional Networks
- Digital Literacy
- Employment Rights Knowledge: Connect to Union and Workers' Rights Info
- Expand Entrepreneurship Capacity: Access to Credit, Business Planning, Pooling Resources
- Documentation legal status
- English Proficiency
- Educational Attainment: Degrees, Certificates and Credentials
- Cultural / Civic Competency

### STRATEGY ASSET BUILDING AND ASSET PROTECTION

#### OBJECTIVES

- Income Growth
- Banking and Credit Access
- Debt Counseling and Assistance
- Credit Score Knowledge and Improvement
- Path towards Homeownership
- Alternative Financial Products
- Income Tax Assistance
- Education on Predatory Loans and Payday Lending
- Expense Reduction

### STRATEGY MEETING ESSENTIAL NEEDS AND MANAGING HOUSEHOLD EXPENSES

#### OBJECTIVES

- Food Security
- Housing Security
- Utilities Cost Optimization
- Transportation Solutions and Resources (bus pass, paratransit, car loan assistance, low-income auto insurance)
- Healthcare Access and Coverage
- Childcare Solutions and Managing Childcare Expenses
- Financial Literacy Skills

### STRATEGY MAINTAINING HOUSEHOLD INCOME

#### OBJECTIVES

- Income from Work or Self-employment
- Income Support from Family, Household or Community
- Retirement Income
- Disability Income
- Income Supports for Parents and Caregivers
- General Assistance and Other Income Supports

### METRICS

1. Monthly income (% change and total income change over past 12 months)
2. Meets the applicable Self-Sufficiency Standard
3. Has a bank account
4. Is free of revolving consumer debt
5. Has an emergency fund to cover living expenses
6. Level of food security
7. Level of housing stability



## Metrics Definition

METRIC	DEFINITION
<b>1. Monthly Income</b>	Income earned in the last month. This can be assessed over time to analyze the percentage change over the last year in percentage and absolute terms.
<b>2. Meets the applicable Self Sufficiency Standard</b>	<p>The California Family Economic Self-Sufficiency Standard (Self-Sufficiency Standard) quantifies the costs of basic needs for California's working families. Many policymakers, advocates, services providers, foundations, and families use the Self-Sufficiency Standard to make informed decisions on working family issues. It measures the minimum income necessary to cover all of a non-elderly (under 65 years old) and non-disabled individual or family's basic expenses—housing, food, child care, health care, transportation, and taxes —without public or private assistance. The California Self-Sufficiency Standard is available for all 58 counties across the state. This tool allows you to look up the Self-Sufficiency Standard for a specific county and household type in California.</p> <p><i>For the Self-Sufficiency Standard thresholds, see: <a href="http://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california">http://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california</a></i></p>
<b>3. Has a bank account</b>	Ownership of a bank account
<b>4. Is free of revolving consumer debt</b>	<p>Lack of (revolving consumer) debt.</p> <p><i>Source: SparkPoint</i></p>
<b>5. Has an emergency fund to cover living expenses</b>	<p>Savings to cover living expenses if unemployed. Can be measured for 3 and 6 months.</p> <p><i>Source: EMPATH 2016; OECD 2015</i></p>
<b>6. Level of Food Security</b>	<p>Ability to meet food needs is measured on a scale, from the least to the greatest food security:</p> <ul style="list-style-type: none"> <li>■ Chronic and severe food insecurity; not receiving CalFresh (food stamps)</li> <li>■ Moderate food insecurity; may have CalFresh benefits but they are inadequate</li> <li>■ Can meet basic food needs with reliance on public assistance (e.g., CalFresh) or caregiver</li> <li>■ Can meet basic food needs without public assistance</li> <li>■ Can regularly purchase food beyond what is necessary for basic needs</li> </ul> <p><i>Source: Opportunity Youth Partnership 2016</i></p>
<b>7. Level of Housing Security</b>	<p>Ability to meet housing needs is measured on a scale, from the least to the greatest housing security:</p> <ul style="list-style-type: none"> <li>■ Homeless (including couch-surfing) or threatened with eviction</li> <li>■ Not homeless, but at least one of three conditions is present: (1) in transitional, temporary or substandard housing; (2) current rent or mortgage payment is unaffordable (over 33% of pre-tax income); (3) housing is not safe</li> <li>■ In stable housing that is safe but only marginally adequate</li> <li>■ In safe and adequate subsidized housing</li> <li>■ In safe and adequate unsubsidized housing</li> </ul> <p><i>Source: Opportunity Youth Partnership 2016</i></p>

## GOAL MAP B

# EDUCATIONAL AND CAREER ADVANCEMENT

*Educational and Career Advancement* can be pursued in many different ways, depending on individuals' motivation, assets and circumstances. Access to education – whether through a degree program or formal course of study, a non-credit or enrichment class, or a drop-in workshop—is critical to empowering immigrants' capacity to progress towards any goal.

Educational achievement and career advancement are two distinct and independent pathways. Many people seek educational advancement for reasons other than an immediate career goal. They may educate themselves in order to better support their children's education (*Providing for Family and Children*), to learn how to improve their *Health and Well-Being*, to obtain *Credentials and/or Residency* or to increase their capacity for *Participation in Civic and Community Life*.

*Goal Map B: Education and Career Advancement* identifies five main strategies by which a person might seek to advance their education or their career:

### Strategy: Career Readiness, Employment & Advancement

This is an important strategy for many adults who are seeking to improve their economic prospects or career fulfillment. Individuals pursuing career readiness or advancement may take many different pathways depending on their starting point and circumstances. For immigrants who do not have work authorization, they may seek support to successfully work as an independent contractor or to start their own business.

### Strategy: High School Credential

For adults who did not complete a high school-level education or equivalent in the U.S. or their country of origin, a pathway towards a High School Credential (GED or HiSET) is a top priority. High school credentials open the door to many employment opportunities and higher education, as well as provide a foundation for civic and community involvement. California's public Adult Schools are the primary providers of Adult Basic Education leading to a GED or equivalent. For younger adults, nonprofit job corps or community training providers may also offer high school programs. Speakers of other languages may need to increase

their English proficiency prior to, or in parallel with high school equivalency. Spanish speakers may choose to study for and pass High School Equivalency exams in Spanish.

### Strategy: Career Technical Education

Those seeking to learn or improve their skills in a specific area may pursue Career Technical Education to improve their employment prospects. Many public, nonprofit, and for-profit providers offer varied types of career technical education. For immigrants pursuing this path, it is important that they have access to professional counseling or job advisors, as well as reliable labor market information to understand which skills or credentials are recognized by industry. Advisors can communicate the job opportunities, compensation and advancement potential likely to be open to them. Stackable certificates, which allow students to quickly achieve industry certification at a community college and may count toward a postsecondary degree, are a flexible solution for adult learners needing to balance education, work and family responsibilities. Programs serving adult English learners should advise immigrants on the difference between training and certification in their countries of origin with what is possible in California.

### Strategy: Post-Secondary Education

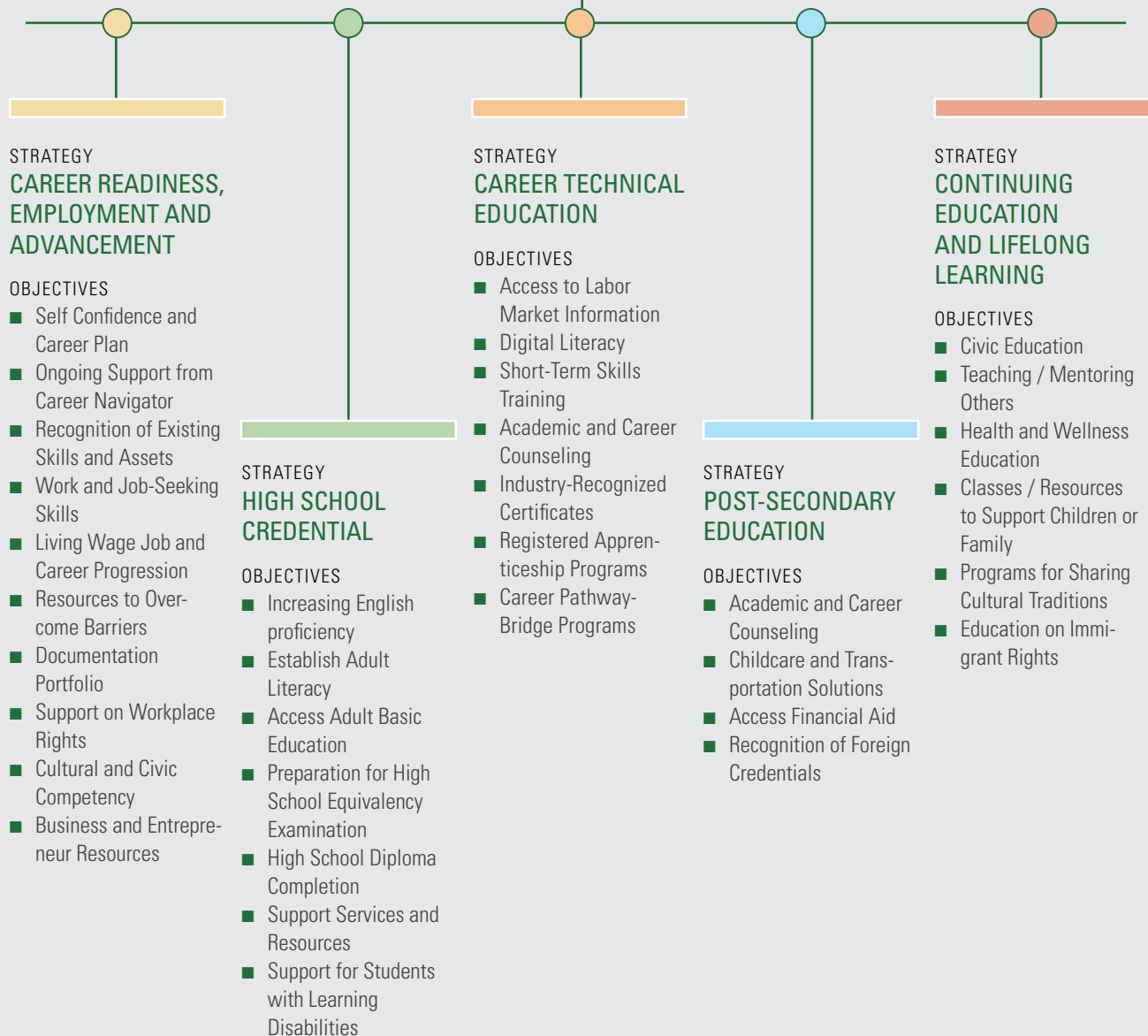
Pursuing a College and/or University degree can open many doors, but requires considerable preparation and support to achieve. Counseling and mentoring is particularly important to those who are unfamiliar with the U.S. higher education system, and those who were not exposed to a college-focused culture in their youth. Students may also be in need of material support to assist with overcoming financial barriers, transportation or childcare challenges.

### Strategy : Continuing Education and Lifelong Learning

Many immigrants may pursue Continuing Education and Lifelong Learning not for the purpose of earning a degree or obtaining immediate employment, but for purposes such as supporting their children, improving their health, or expanding their engagement with the broader community.



## GOAL MAP B: EDUCATIONAL AND CAREER ADVANCEMENT



### METRICS

1. Level of Educational Attainment
2. Employed in a Job in Area of Training
3. Net Annual Employment Earnings
4. Change In Earnings from Prior Year

## Metrics Definition

METRIC	DEFINITION
<b>1. Level of Educational Attainment</b>	<p>Attainment is measured by the highest level of education attained:</p> <ul style="list-style-type: none"> <li>■ Enrolled in Adult School and/or a high school completion program</li> <li>■ Earned a high school diploma, GED, or HiSET</li> <li>■ In post-secondary education or an apprenticeship/career training program</li> <li>■ Earned an industry-recognized certificate</li> <li>■ Earned a professional license or credential from the State of California</li> <li>■ Completed a California registered apprenticeship</li> <li>■ Earned a 2-year degree</li> <li>■ Earned a 4-year degree</li> <li>■ Earned a graduate degree</li> </ul> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>
<b>2. Employed in a Job in Area of Training</b>	<p>Employment in the context of career advancement is defined as getting a job in a field for which the student was trained.</p> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>
<b>3. Net Annual Employment Earnings</b>	<p>Net earnings is defined as income from work in the last calendar year. The primary method is to compare annual earnings (total earnings for the year) because many types of jobs and businesses experience seasonal fluctuations in work hours and earnings. However, recording monthly or quarterly earnings may be more appropriate for some programs in order to be able to track progress or to report on required metrics.</p> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>
<b>4. Change in Earnings from Prior Year</b>	<p>This is a follow-up measure comparing data obtained post-exit to prior year data.</p> <p><i>Source: South Bay Consortium for Adult Education 2015; Opportunity Youth Partnership 2016; Work2Future 2016</i></p>



## GOAL MAP C

# ENGLISH PROFICIENCY

Increasing one's English proficiency is an important goal for many immigrants whose primary or native language is different. Even immigrants who are native English speakers may seek to enhance their understanding, speaking and writing ability in American English accents, vocabulary and idioms. Of course, cultural competency is embedded in language, and cultural capital may be accrued through the acquisition of English.

*Goal Map C: English Proficiency* identifies five main strategies by which a person might seek to increase their English proficiency.

### Strategy: English as a Second Language Instruction

This is most commonly pursued through adult schools or community colleges, which generally offer a sequence of courses through which English learners can progress, based on their goals and initial level. Many public libraries also offer basic ESL classes, as do some immigrant-serving community organizations (CBOs) and places of worship.

Some K-12 schools and preschools offer family literacy or family ESL, in which parents can learn and practice English to help their children succeed in school.

Individuals who are preliterate (have not learned to read or write in any language) may wish to pursue First Language Literacy—learning the basics of reading and writing in their first language – before or in parallel to learning English.

### Strategy: Independent Study and Practice

It is an important strategy to utilize either on its own or in combination with other strategies, to learn and practice the use of English in daily life. Methods to practice can include completing a self-study course, regularly watching English-language TV, or identifying a mentor or tutor. A common vehicle for achieving greater language competency is successful advancement in a workplace; there is a strong two-way interrelation between success in an English-speaking workplace and language acquisition.

Formally or informally, many English language learners also assume the role of mentor or tutor for others in their community, thereby helping others learn and improving their own skills.



### Strategy: Community Connections

English learners who are experiencing some degree of social or linguistic isolation may pursue English proficiency in order to expand their community connections. For example, improved English skills enables the immigrant to gain the confidence to shop at unfamiliar stores, visit different neighborhoods, and build relationships and community with people outside of their immediate family or language group.

For some immigrants, ESL classes provide one of the first venues where they are able to form strong connections with a community of people who speak languages other than their own. An ESL class can prepare immigrants to navigate and get involved in the multicultural neighborhoods found in a county like Santa Clara.

### Strategy: Digital Literacy

Building Digital Literacy is a critical strategy to success in many areas, and can be closely intertwined with learning English. Increased English proficiency facilitates the understanding of terminology and syntax needed for digital literacy involving English-language applications. Increased comfort with technology can open up more opportunities for English language learning and practice mediated by computer or smartphone.

### Strategy: Learning Self-Efficacy

For those who are making their initial venture into learning English, as well as those English learners who feel discouraged or stuck, the most critical approach may be to develop one's learning self-efficacy.





## GOAL MAP C: ENGLISH PROFICIENCY

### STRATEGY ENGLISH AS A SECOND LANGUAGE INSTRUCTION

#### OBJECTIVES

- Family ESL
- Basic Study Skills
- Writing Skills
- Contextualized Learning
- Multi-Level Classes

### STRATEGY COMMUNITY CONNECTIONS

#### OBJECTIVES

- Civic Education and Engagement
- Diverse Friendships and Connections
- Community in the Classroom
- Access to Translation Services
- Sense of Belonging in Receiving Community
- Expanded Geographic Comfort Zone

### STRATEGY LEARNING SELF- EFFICACY

#### OBJECTIVES

- Setting Meaningful Goals
- Adopt Growth Mindset
- Self Advocacy and Resilience
- Belief in Efficacy of Language Learning

### STRATEGY INDEPENDENT STUDY AND PRACTICE

#### OBJECTIVES

- Independent Study (textbooks, apps, online courses)
- Conversation Groups
- Media Consumption in Target Language
- Academic Mentoring and Tutoring
- Real World Language Exposure

### STRATEGY DIGITAL LITERACY

#### OBJECTIVES

- Basic Technology Skills
- Media and Social Media Awareness
- Assessing Reliability of Online Sources

### METRICS

1. Level of English Proficiency
2. Level of Digital Literacy

## Metrics Definition

METRIC	DEFINITION
<b>1. Level of English Proficiency</b>	The ability to read, write, understand and speak in English based on the CASAS standardized test.
<b>2. Level of Digital Literacy</b>	<p>The ability to use information and communication technologies to find, evaluate, create, and communicate information. Includes basic computer skills, use of the internet, and ability to learn and use software programs for word processing, spreadsheets and presentations. Also includes information literacy: the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.</p> <p><i>Source: American Library Association, 2012</i></p> <p>The Northstar Digital Literacy Project defines basic skills needed to perform tasks on computers and online. The ability of adults to perform these tasks can be assessed through online, self-guided modules: <a href="http://www.digitalliteracyassessment.org">www.digitalliteracyassessment.org</a></p> <p>Digital literacy assessment tools were developed by ALLIES partners in the context of digital literacy mini-grants. Materials can be accessed via the ALLES website: <a href="http://www.allies4innovation.org/our-work/past-projects/digital-literacy-mini-grants-2013/">http://www.allies4innovation.org/our-work/past-projects/digital-literacy-mini-grants-2013/</a></p>



## GOAL MAP D

# FIRST LANGUAGE LITERACY

Some immigrants or children of immigrants have never received formal schooling in their home language, or received very little formal schooling and never achieved full literacy. The same is true for those born in the U.S. with regards to the language of their heritage. Attaining or improving *First Language Literacy*—the ability to read and write in one’s native language—may be a goal for adults who are literate in English and seek to improve their capacity in their native language. Additional motivation may include improving communication with one’s relatives and community (see also *Participation in Civic and Community Life*), preservation of one’s heritage, or building language skills for work and business relationships (see also *Economic Security*).

First Language Literacy may also serve as a bridge for adult English learners who are preliterate, those who have not yet developed full literacy in any language. Vision Literacy estimates that 1 out of 4 adults in California are at the lowest levels of literacy<sup>1</sup>, meaning that they struggle with basic tasks like reading written instructions, food or medication packages, job applications or other routine necessities. This domain will also expose gaps in community services, in regards to the assessment of learning differences for adults. Lacking literacy in a primary language masks other significant learning differences that remain undiagnosed. While some preliterate English learner adults may choose to focus entirely on English literacy, others may benefit from developing literacy skills in their first language as a precursor to learning to read and write in English (see also *English Proficiency*). Research has found evidence that acquiring first language literacy skills can make it easier to master reading and writing in a second language.<sup>2</sup> In addition, for parents or other caregivers of children who are developing their own reading and writing skills, family literacy programs where children and parents/caregivers learn and read together can enhance children’s academic success.<sup>3</sup> (See also *Providing for Children and Family*) Depending on their initial literacy level, skill development for pre-literate adults may start with the basics of learning the alphabet and letter formation, or may build on existing literacy skills. Additionally, some Spanish speakers choose to prepare for the approved High School Equivalency exams in Spanish, taking and passing

a test that will give them a high school equivalency certificate recognized by the state of California.

Identifying a provider or educational resources for First Language Literacy may be challenging if the first language being sought is less commonly spoken in the Bay Area, or has relatively few speakers worldwide. In Santa Clara and San Mateo counties, the widest range of services in less common languages is found at nonprofits and community-based organizations.<sup>4</sup> Public libraries also offer substantial print resources, classes, and support groups oriented towards speakers of languages that are found in the neighboring community, as well as access to computers and online learning. First language literacy programs may also be offered by the embassy or consulate of one’s country of origin. An example of this type of program is the Plaza Comunitarias literacy program offered through Mexican consulates in the U.S. Some community colleges and K-12 public school districts in the Bay Area award certificates of achievement in bilingualism or bi-literacy to students who are literate both in their native language and English.

*Goal Map F: First Language Literacy* identifies three main strategies by which a person might seek to increase their first language literacy.

### Strategy: Literacy Development

This may benefit those who are seeking to develop their first language literacy skills as a precursor to, or in parallel with, developing English literacy.

### Strategy: First Language Literacy

This may be appropriate for adults who are either English fluent or are English learners, but have already mastered the basic building blocks of reading and writing in English.

### Strategy: Maintaining and Practicing First Language Skills

It is an ongoing effort for both the individual and the broader community who are seeking to preserve understanding of their language and historical heritage.

1. <http://www.visionliteracy.org/facts-about-literacy.html>

2. The Education Alliance, Brown University. <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/question-iii>

3. The Education Alliance, Brown University. <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/question-iii>

4. See Silicon Valley ALLIES report and provider survey (2014).



## GOAL MAP D: FIRST LANGUAGE LITERACY

### STRATEGY LITERACY DEVELOPMENT

#### OBJECTIVES

- Individual or Small Group Tutoring for Pre-Literate Adults
- Formal Literacy Classes
- Intergenerational Learning
- Digital Literacy
- Transition to ESL
- Study Skills
- Resource guidance

### STRATEGY FIRST LANGUAGE PRACTICE

#### OBJECTIVES

- Community support
- Opportunity to Practice First Language Skills
- Tutoring Others
- Use First Language Skills in Job or Career
- Culturally Familiar Learning
- Basic Classroom and Study Skills
- Reading and Writing Practice

### STRATEGY FIRST LANGUAGE LITERACY

#### OBJECTIVES

- Peer learning communities
- Self-guided learning
- Language classes
- Media Resources in First Language

### METRICS

1. Completed High School (or equivalent) in First Language
2. Level of First Language Proficiency



## Metrics Definition

METRIC	DEFINITION
<b>1. Completed high school (or equivalent) in first language</b>	The level of educational attainment in one's first language can be used as an indicator of first language literacy level.
<b>2. Level of First Language Literacy</b>	<p>First Language Literacy can be measured by administering:</p> <ul style="list-style-type: none"> <li>■ Native Language Literacy Assessment (NLLA)</li> <li>■ Language Specific Assessment tools</li> <li>■ Self-assessment</li> </ul> <p>For adults speaking Spanish, Amharic, Arabic, Oromo, or Somali; native language literacy experience can be measured by administering the <i>Native Language Literacy Assessment (NLLA)</i>. The NLLA identifies three ascending levels of native language literacy:</p> <ul style="list-style-type: none"> <li>■ Limited Native Language Literacy: knows the alphabet or writing systems; can read and write single words, but may have difficulty in forming letters or characters</li> <li>■ Some Native Language Literacy: able to read and comprehend simple information, or follow simple written instructions; able to write with well-formed letters or characters</li> <li>■ Extensive Native Language Literacy: confident in reading and comprehending lengthy documents, such as books or newspapers; able to write complete paragraphs with minimal errors</li> </ul> <p>Formal language assessment for languages other than English can be measured by administering <i>language specific assessments</i>. Examples include:</p> <ul style="list-style-type: none"> <li>■ The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, CEFRL), put together by the Council of Europe, is a guideline used to describe achievements of speakers of common European languages</li> <li>■ The Arabic Language Proficiency Test (ALPT) measures students' proficiency in Arabic</li> </ul> <p>An informal language assessment based on <i>self-reported measures</i> of, for example:</p> <ul style="list-style-type: none"> <li>■ The ability to write one's name</li> <li>■ The ability to understand written instruction, like signs in a store or reading a package</li> <li>■ The ability to write messages to family or friends, like a written note or a text message</li> <li>■ The ability to read newspapers, magazine or websites.</li> <li>■ The ability to fill out official forms.</li> </ul>



## GOAL MAP E

# CREDENTIALS AND RESIDENCY

*Obtaining Credentials and Residency* is a goal for many immigrants seeking documentation, work permits, or U.S. citizenship. It can also be a critical step towards achieving other goals that require one to possess a specific status, credential or other document.

This Goal Map encompasses immigration status and other forms of identification such as driver's license, taxpayer ID number, or California residency status.

Immigrants may have specific credentialing goals related to *Education and Career Advancement*, such as gaining recognition of educational or professional credentials from another country. Achieving one's desired immigration status and/or other credential may require pursuit of English Proficiency.

Obtaining Credentials and Residency documentation may increase access to employment and social supports, thus supporting progression towards *Economic Security* and *Providing for Family and Children*. Both immigration status and other credentials are tools that can enhance one's *Participation in Civic and Community Life*. Finally, immigration status can also influence one's *Health and Well-Being*, both in affecting eligibility for health coverage and services, as well as the mental health impacts of living with precarious immigration status.

*Goal Map E: Credentials and Residency* identifies five main strategies by which a person might seek to obtain various types of credentials or documentation of immigration status and/or residency:

### Strategy: Education on Rights and Responsibilities

This strategy is especially critical for those who are undocumented or otherwise at risk. Immigrant communities themselves are often the leading providers of education and outreach through community organizing and volunteerism.

### Strategy: Immigration Documents

This strategy may include obtaining or renewing Immigration Documents, encompassing a number of different types of visas and related documentation, such as refugee or asylum seeker status, Deferred Action for Childhood Arrivals (DACA), permanent residency, or U.S. Citizenship. Navigating the requirements and application process for each can

be challenging, costly, and may take many years. Access to immigration legal services offered by a reputable provider is often essential. This strategy is blocked off for many immigrants who are undocumented or have visa issues that render them unable to apply for legal immigration status; however, they can pursue other documents and credentials.

### Strategy: Education Credentials

Many immigrants arrive in the U.S. with considerable educational attainment and/or professional credentials and experience, but face barriers in practicing their profession in the U.S. However, licenses earned in other countries often do not readily transfer to the U.S., and challenges ensue in trying to navigate which licenses or certification are recognized and valued by employers. The strategy of gaining recognition of one's Educational Credentials may be important not only to highly educated immigrants, but also to those who need proof of high school completion for employment or higher education purposes. Educational credentials may also be required for certain types of immigration status.

### Strategy: Other Documentation

The strategy of pursuing non-traditional documentation may facilitate progress towards many other goals – or may even be required to proceed. For example, not only is a California Driver's License needed to drive a car, but it also may be an important credential for many types of employment.

Credentials related to financial services include an Individual Taxpayer Identification Number (ITIN). For those without a Social Security number, an ITIN is needed to pay federal income taxes, as well as obtain a bank card, credit card, or records demonstrating financial responsibility.

### Strategy: Barrier Removal

This strategy may benefit individuals who face particular barriers involving the legal or financial system, such as a criminal or arrest record, suspended driver's license, child support or other issues that can affect background checks for employment, social services or other resources. Males between ages 18 and 25 may also face barriers if they have not registered for the Selective Service.



## GOAL MAP E: CREDENTIALS AND RESIDENCY

### STRATEGY RIGHTS AND RESPONSIBILITIES

#### OBJECTIVES

- Know your Rights Education
- Civic Rights and Responsibilities
- Labor and workplace rights
- Education rights
- Language access

### STRATEGY IMMIGRATION DOCUMENTS

#### OBJECTIVES

- Assistance with Navigating the Immigration Legal System
- Obtaining Legal Documents from Country of Origin
- Obtaining or renewing visa
- Refugee or asylee status
- Obtaining or Renewing DACA
- Obtaining or Renewing Green Card
- US Citizenship
- Obtaining Social Security Card
- Family Petitions

### STRATEGY EDUCATION CREDENTIALS

#### OBJECTIVES

- U.S. School Records
- Foreign Education Records
- U.S. or State Licensing or Credentialing
- Certification of non-U.S. Educational or Professional Credentials
- Document Translation

### STRATEGY OTHER DOCUMENTATION

#### OBJECTIVES

- Driver's License or State ID
- Consular Identification Card
- Library Card
- Student ID
- Individual Taxpayer Identification Number (ITIN)
- Obtain a Bank or Credit Card
- Establishing State residency
- Proof of Employment
- Proof of Address

### STRATEGY BARRIER REMOVAL

#### OBJECTIVES

- Clearance of Criminal Record
- Resolution of Unpaid Traffic Tickets
- Reinstatement of Driver's License
- Resolution of Unpaid Child Support
- Selective Service Registration

### METRICS

1. Immigration Status
2. U.S. Driver's License
3. Has valid Foreign Professional Licensing
4. Has U.S. Professional License
5. Has ITIN and files taxes

## Metrics Definition

METRIC	DEFINITION
<b>1. Immigration Status</b>	<p>Immigration status is measured according to the following categories:</p> <ul style="list-style-type: none"> <li>■ Has an ITIN &amp; files taxes</li> <li>■ Applied for temporary visa or DACA</li> <li>■ Obtained temporary visa or DACA</li> <li>■ Applied for permanent residency</li> <li>■ Achieved permanent residency</li> <li>■ Applied for U.S. citizenship</li> <li>■ Achieved U.S. citizenship</li> </ul> <p><i>Source: South Bay Consortium for Adult Education 2015; Santa Clara County Office of Immigrant Relations 2016; Kallick &amp; Mathema 2016; OECD 2015 (Notes: Federal DOE priority)</i></p>
<b>2. U.S. Driver's License</b>	<p>Progress towards obtaining a driver's license can be tracked by the following measures:</p> <ul style="list-style-type: none"> <li>■ Obtained an official CA ID card</li> <li>■ Applied for a CA driver's license</li> <li>■ Obtained a CA driver's license</li> <li>■ Restored a suspended CA driver's license</li> </ul> <p><i>Source: Adult Education Practitioner Interview, 2016; ALLIES Design Group Workshop 2016</i></p>
<b>3. Professional Licensing</b>	<p>Professional Licensing is measured on a scale:</p> <ul style="list-style-type: none"> <li>■ Professional license from another country that is not recognized in California</li> <li>■ Professional license from another country and able to practice profession in California</li> <li>■ Applied for a state professional license in professional field</li> <li>■ Obtained a California professional license</li> </ul>



## GOAL MAP F

# PROVIDING FOR CHILDREN AND FAMILY

*Providing for Children and Family* is an important goal for many immigrants, including parents or guardians of children, caregivers for elderly or disabled relatives, and others.

Individuals pursuing this goal may seek *English Proficiency* or *Education* for reasons other than career or college advancement, such as increasing their capacity to be involved in their child's education. This highlights the importance for providers to be able to use alternative outcome measures to accurately track students' or clients' progress towards their self-defined goals.

*Goal Map F: Providing for Children and Family* identifies four main strategies by which a person might seek to support family and loved ones.

### Strategy: Direct Caregiving (Caring for Children, Elders, or Other Family)

Direct Caregiving (Caring for Children, Elders, or Other Family) is a critical aspect of family and caregiver relationships, and one for which it is often harder to find support or recognition. Parents and caregivers may seek support from their peers, from their broader neighborhood or community networks, or from professional counselors or educators. Self-care and respite care are also ongoing needs for anyone who is caring for a family member or loved one.

### Strategy: Supporting Children's Education

Parents and guardians who are caring for children may work towards their goals through the lens of Supporting Children's Education. This may involve becoming more involved in their children's school by attending parent-teacher meetings, understanding and helping with homework, monitoring a child's academic progress, or accessing technology needed for school assignments. Supporting children's education is also an important motivation for many ESL students and is one of the identified program areas in California's Adult Education Block Grant (AEBG) legislation. There are many examples of successful family literacy programs administered through partnerships between K-12 and adult education service providers. The Community School model found in some school districts is another example of successful integrated service delivery, where a wide range of support services are provided to students and their families.



### Strategy: Accessing Care Services

Parents and caregivers may also be seeking support in accessing care services. This may encompass care provided by relatives, other in-home child or elder care, childcare provided at a center or provider's home, or assisted living facilities for seniors or disabled relatives. Each of these presents distinct challenges and requires accessing a different set of information and resources. An important consideration across all of these options is quality of care. For children, this includes ensuring they are receiving early childhood education necessary for their development.

### Strategy: Providing for Family Needs

Finally, providing for children and family must include Providing for their Material and Psychological Needs. This encompasses the traditional role of "provider / breadwinner", but also may include supporting the health, safety, legal status, and psychosocial needs of one's children or loved ones.



## GOAL MAP F: PROVIDING FOR CHILDREN AND FAMILY

### STRATEGY DIRECT CAREGIVING

#### OBJECTIVES

- Direct Caregiving for Children, Elders or other Family
- Counseling or Social Support for Parents and Families
- Parent and Child Development Education
- Developing Community Support Networks
- Building on Family Assets, Culture and Traditions
- Health and Well-Being of Caregivers

### STRATEGY SUPPORTING CHILDREN'S EDUCATION

#### OBJECTIVES

- Supportive Home Environment
- Meeting Basic Educational Needs (enrollment, transportation, school supplies, clothing)
- Assessing Developmental Readiness
- Support for Child to Learn the Family's Language and Culture
- Understanding Cultural Norms
- Understanding U.S. Education System
- Planning for College and Career
- Supporting Child's Academic Progress
- Parent Engagement
- Digital Literacy for Parents/Families
- Engaging in Extracurricular Activities
- ESL for parents

### STRATEGY ACCESSING CARE SERVICES

#### OBJECTIVES

- Understanding the Importance of Early Childhood Education
- Locating, Choosing and Evaluating a Care Provider
- Monitoring a Care Provider
- Paying for Childcare
- Paying for Eldercare
- Care Services for the Disabled or Ill
- Managing Care Provided by Family
- Respite Care

### STRATEGY PROVIDING FOR FAMILY NEEDS

#### OBJECTIVES

- Living-wage and Stable Employment for Providers
- Housing, Food and Transportation Resources
- Support Family Living Abroad
- Legal Support
- Safety and Security
- Physical and Mental Health

### METRICS

1. Level of Parent Engagement at School
2. Level of Access to Child or Elder Care

## Metrics Definition

METRIC	DEFINITION
<b>1. Level of Parent Engagement at School</b>	<p>Parent engagement in their children's education can be measured if the parent:</p> <ul style="list-style-type: none"> <li>■ Enrolled child in school</li> <li>■ Talks regularly with child's teacher/attended a parent-teacher conference</li> <li>■ Regularly helps child with schoolwork</li> <li>■ Regularly attends PTA meetings</li> <li>■ Developed a grade-appropriate college readiness plan for their child</li> <li>■ Regularly volunteers at child's school/in after school activities</li> <li>■ Has a leadership position in PTA</li> <li>■ Attends school board meetings</li> <li>■ Runs for school board</li> </ul> <p><i>Source: Kallenbach et al. 2013; Adult Education Practitioner Interview 2016; Santa Clara County Office of Immigrant Relations 2016</i></p>
<b>2. Level of Access to Child or Elder Care</b>	<p>Access to child or elder care can be measured by applying the following scale:</p> <ul style="list-style-type: none"> <li>■ Insufficient child/elder care, significant obstacle to work or go to school; may have significant concerns about quality of care</li> <li>■ Some child/elder care, intermittent obstacle to work or go to school; quality of care meets basic health/safety standards but may not be supporting child's development</li> <li>■ Sufficient child/elder care; care providers are invested in child's development</li> </ul> <p><i>Source: EMPATH 2016; Adult Education Practitioner Interview 2016</i></p>





## GOAL MAP G

# HEALTH AND WELL-BEING

While health care is often viewed as a separate sphere from goals like education, employment, civic engagement, or documentation, someone's health condition can profoundly influence their ability to achieve their goals.

Acute health issues, even mild illnesses or easily treatable injuries, can alter one's trajectory if they lack adequate access to affordable health care, a healthy and secure environment that supports healing, or secure employment that allows for adequate sick days.

Chronic health challenges can throw up a barrier for achieving almost any other goal. Poor health may prevent you from working, keep you out of school, or lead to isolation or difficulty performing basic self-care.

Access to adequate prevention, treatment and support is essential to help avoid or mitigate these impacts.

*Goal Map G: Health and Well-Being* identifies four main strategies by which a person might pursue health-related goals:

### Strategy: Health Care Access

For those seeking improved Health Care Access, finding and building a trusting relationship with a primary care provider is a high priority. A trusted primary provider, or a team of providers at a trusted "medical home", can both monitor one's overall health and smooth the way to accessing more specialized services as the need arises. For English learners, finding either a provider who speaks their first language, or a qualified medical translator, is critical to receiving proper care and advice.

### Strategy: Preventive Health

While many of us tend to prioritize other goals over health until a health problem arises, a strong Preventive Health strategy is critical for long-term well-being. Effective preventive health treatments, as well as healthy living practices, can help to maintain one's health at a financial and personal cost far less than waiting until major medical treatments become necessary. However, the many other challenges and stresses in one's life—which may be especially acute for immigrants who face linguistic, cultural and/or legal barriers -- often make it difficult to follow through with preventive health needs. Incorporating healthcare discussion into ESL classes, counseling or navigation meetings



can help support participants' move towards achieving their health goals.

### Strategy: Health Insurance, Coverage & Managing Costs

Accessing resources related to Health Insurance, Coverage & Managing Costs is a critical strategy for anyone who does not currently have affordable, quality health coverage. Even those who do have insurance may benefit from support in navigating health care systems. Accessing and affording care for the elderly or disabled can pose a particular challenge and may need extensive support to find care that is affordable and culturally appropriate.

### Strategy: Sense of Security

A key factor influencing health and well-being falls outside traditional notions of an individual's condition, medical treatments or individual health behaviors. The degree to which one feels, or lacks, a Sense of Security in various aspects of daily life has a profound influence on both physical and mental well-being. Being separated from one's family or loved ones, feeling unsafe or unwelcome, lacking stable housing or a secure income, and living with past or current traumas are just some of the factors that can influence immigrants' Sense of Security. For educators and service providers, training and resources in how to provide trauma-informed care is an essential step towards supporting the full spectrum of immigrant community members' needs.



## GOAL MAP G: HEALTH AND WELL-BEING

### STRATEGY HEALTH CARE ACCESS

#### OBJECTIVES

- Access to Primary Care
- Access to Mental and Behavioral Health
- Access to Dental Care
- Access to Vision Care
- Managing Access, Cost and Use of Medicines and Prescriptions
- Access to Reliable Consumer Health Information
- Understanding Implications of Legal Status for Health Care Access
- Having a Medical Home

### STRATEGY HEALTH INSURANCE

#### OBJECTIVES

- Navigating Health Care Systems
- Managing Long-Term Care
- Public Health Insurance Coverage
- Employer Based Health Insurance
- Private Health Insurance
- Medical Debt Counseling
- Consumer Rights Education
- Covering Major Medical Expenses

### STRATEGY PREVENTIVE HEALTH

#### OBJECTIVES

- Preventive Health Education
- Access to Preventive Health Care Services
- Immunizations
- Access to Sexual and Reproductive Health Services
- Nutrition Education and Resources
- Physical Activity
- Managing Health Conditions

### STRATEGY SENSE OF SECURITY

#### OBJECTIVES

- Healthy Living Environment
- Maintaining Family Connections
- Sense of Belonging
- Community Connections
- Inclusive Communities
- Overcoming Trauma
- Safe and Healthy Living Environment
- Protections against Deportations
- Domestic Violence and Sexual Assault Prevention and Resources

### METRICS

1. Health Insurance Coverage
2. Level of Access to Health Care Services
3. Managing Health Conditions

## Metrics Definition

METRIC	DEFINITION
<b>1. Health Insurance Coverage</b>	Ownership of public, private or employer-based health insurance.
<b>2. Level of Access to Health Care Services</b>	<p>Health care access is measured on a scale:</p> <ul style="list-style-type: none"> <li>■ No usual source of healthcare</li> <li>■ Emergency room</li> <li>■ Clinic, community health center, hospital clinic</li> <li>■ Regular doctor/primary medical provider</li> </ul> <p><i>Source: UCLA California Health Interview Survey 2013-2014 Adult Questionnaire</i></p>
<b>3. Managing Health Conditions</b>	<p>Ability to manage (mental) health conditions can be measured by using the following scale (self-reported):</p> <ul style="list-style-type: none"> <li>■ No plan or healthcare access</li> <li>■ Plan and healthcare access that is deemed insufficient to manage the condition</li> <li>■ Plan and healthcare access that is deemed sufficient to manage the condition</li> </ul> <p><i>Source: UCLA Center for Health Policy Research 2015</i></p>



## GOAL MAP H

# PARTICIPATION IN CIVIC AND COMMUNITY LIFE

*Participation in Civic and Community Life* is critical to an individual's integration into society. Civic integration is a two-way process involving learning and adaptation by both immigrant communities and receiving communities. Broadening an understanding of diverse perspectives and cultural resources ultimately strengthens both the immigrant and receiving communities, and increases the entire community's capacity to adapt and respond to a changing global environment.

Encouraging civic engagement and building cultural capital among adult English learners is a core value shared by the ALLIES collaborative. The goal of expanding one's Participation in Civic and Community Life is intertwined with nearly every other goal.

Expanding participation can take the form of *Education and Career Progression*; but it is important to recognize the necessity and value of engagement in one's community in ways beyond school or work. Whether it takes the form of volunteering, recreation and sports, joining a faith community, participating in artistic and cultural activities, shopping at neighborhood stores, or simply feeling a sense of community and belonging when walking down the street, engagement in one's community fulfills important psychological and practical needs. Community participation is a critical element to support progress towards *Providing for Children and Family, Economic Security, or Health and Well-Being*.

Civic education and participation is also necessary in order to attain some types of *Credentials and Residency*, ranging from a driver's license to U.S. citizenship. For those seeking to strengthen connections within their own family or ethnological and national cultures, *First Language Literacy* may be an important step. Finally, increasing one's *English Proficiency* both enables greater community participation, and is supported by participation in English-speaking community venues, ideally creating a positive feedback loop to speed progress towards one's goals.

*Goal Map H: Participation in Civic and Community Life* identifies five main strategies by which a person might seek to participate more fully in their community.

### Strategy: Civic Education

Individuals seeking to better understand U.S. laws, government, and history – or to understand and navigate local

rights and responsibilities in the city where they live – may seek out Civic Education resources. People in a wide range of circumstances may be seeking civic education, from newcomers with a need to understand their new community, to immigrants wanting to help improve their neighborhood, to long-time residents studying to become U.S. citizens.

### Strategy: Volunteering and Leadership

Many immigrant communities in the United States have developed strong traditions of self-reliance, mutual aid and solidarity. English learner adults often bring this experience to their engagement with the broader community through the strategy of Volunteering and Leadership.

### Strategy: Building Cultural Capital and Cross-Cultural Understanding

Building “cultural capital” – meaning an understanding of how people in specific situations behave, dress, speak, interact, and interpret others' actions – is important in a wide range of situations, from the workplace to the classroom, to everyday interactions. The strategy of Building Cultural Capital and Cross-Cultural Understanding encompasses both building cultural capital in new communities or situations, and helping others to build their cultural capital through sharing and celebrating one's culture.

### Strategy: Understanding of Immediate Community

Newcomers to the local area, may initially explore civic engagement through the strategy of Understanding of Immediate Community. This strategy can also be useful for those who have been linguistically or socially isolated, as well as young people who are maturing and beginning to interact more independently with a broader set of people and institutions.

### Strategy: Expanding Personal and Community Networks

Building networks and relationships is a lifelong activity. For those who are linguistically and socially isolated, there is tremendous value and self-empowerment in expanding their networks and self-confidence.



## GOAL MAP H: PARTICIPATION IN CIVIC AND COMMUNITY LIFE

### STRATEGY CIVIC EDUCATION

#### OBJECTIVES

- Understanding of Rights and Responsibilities
- Understanding of U.S. History
- Understanding Fundamentals of Local Government
- Passing the U.S. Citizenship Exam

### STRATEGY VOLUNTEERING AND LEADERSHIP

#### OBJECTIVES

- Access to Leadership Development
- Active Volunteering
- Building Fundraising Experience
- Leadership in Faith Communities
- Leadership in Schools/ College
- Leadership in the Workplace
- Immigrant / Workers' Rights Organizing
- Community Organizing and Capacity Building
- Non-Traditional Leadership (co-leadership, informal worship leaders, organizing support for families in need)

### STRATEGY CULTURAL CAPITAL AND CROSS-CULTURAL UNDERSTANDING

#### OBJECTIVES

- Understanding of U.S. Cultural Diversity and Norms
- Understanding Workplace Culture
- Celebration of Immigrant Cultures
- Understanding of and Engagement in Social and Political Issues

### STRATEGY UNDERSTANDING OF IMMEDIATE COMMUNITY

#### OBJECTIVES

- Understanding of Region (geography, economy, demographics)
- Shared Understanding With Receiving Community
- Understanding and Coping with Discrimination

### STRATEGY PERSONAL AND COMMUNITY NETWORKS

#### OBJECTIVES

- Build Affinity Group Connections
- Participate in Events Celebrating Immigrant Culture
- Participation in Organized Activities
- Build Co-Worker Relations and Professional Networks
- Improve Social Confidence
- Visit Public Spaces and Community Resources

## METRICS

1. Social Capital
2. Civic Engagement
3. Use of Municipal Services
4. Community Engagement
5. Volunteering



## Metrics Definition

METRIC	DEFINITION
<b>1. Social Capital</b>	<p>Social capital is measured on a scale, from the least to the greatest social capital:</p> <ul style="list-style-type: none"> <li>■ Attends meetings of a civic association, sports league, or volunteer group</li> <li>■ Member of a civic association, sports league, or volunteer group</li> <li>■ Holds a leadership position in a civic association, sports league, or volunteer group</li> </ul> <p><i>Source: Kallenbach et al. 2013; Adult Education Practitioner Interview 2016</i></p>
<b>2. Civic Engagement</b>	<p>Civic engagement is measured on a scale, from the least to the greatest civic engagement:</p> <ul style="list-style-type: none"> <li>■ Attended a City Council, School Board, or other government meeting</li> <li>■ Registered to vote</li> <li>■ Voted in the last elected</li> <li>■ Volunteered for a political campaign</li> <li>■ Has run for office</li> </ul> <p><i>Source: OECD 2015</i></p>
<b>3. Use of Municipal Services</b>	<p>Services access is measured on a scale, from the least to the greatest services access:</p> <ul style="list-style-type: none"> <li>■ Has visited a library, community center, recreation center, pool, etc</li> <li>■ Has a library card</li> <li>■ Has volunteered at a public facility</li> <li>■ Has led a group program at a public facility</li> </ul> <p><i>Source: ALLIES ESL Providers Workshop 2016; Adult Education Practitioner Interview 2016</i></p>
<b>4. Community Engagement</b>	<p>The level at which an individual engages with community organizations and resources, for example library programs, community center activities, faith community or affinity groups.</p>
<b>5. Volunteering</b>	<p>Hours spent volunteering.</p> <p><i>Source: ALLIES ESL Providers Workshop 2016; Adult Education Practitioner Interview 2016; Kallenbach et al. 2013; Santa Clara County Office of Immigrant Relations 2016</i></p>





# IMMIGRANT INTEGRATION FRAMEWORK USERS

The proposed Immigrant Integration Framework is a work in progress, and it invites further development as we enter phase II of the project, which is to explore prototyping for various user needs. The project provides an opportunity for near term actions to immediately improve the integration experience of individuals, by generating change at individual institutions and service provider organizations. It also promotes long-term systematic impact through local, state, and federal policy changes.

The framework is a tool that can be adapted and used by educators, career counselors, transition advisors, advocates, administrators, service providers, and other frontline staff to help adult immigrants make a plan and progress towards their individual goals. It is intended to be descriptive and not prescriptive. These concepts can be incorporated into existing work to improve service delivery and client interaction. Having common metrics identified for immigrant integration may also protect and improve an important outcome of providers, as well as facilitate cross-sector collaboration.

This section introduces potential uses by different stakeholders, both from the education sphere as well as policy makers,

community organizations, workforce development boards and employers.

## Individual Immigrants

Focusing on pathways allows immigrants to see that each step is moving them towards a larger goal, rather than simply pursuing individual classes or services in an ad-hoc or isolated manner. Individuals gain a clear understanding of how to attain their goal, and are empowered to direct their own progression.

A lack of information about the range of opportunities, services and resources available to immigrants is often cited as a barrier towards meaningful social, linguistic and economic integration. The Immigrant Integration Framework can be used as a goal setting tool for immigrants, connecting them to the resources that will help them achieve their goals.

## National and State Policymakers

By identifying measures of success outside of the scope of college and career advancement, there is an opportunity to validate services to immigrants that are not currently

Figure 5: Overview of Federal and State funding proposals affecting programs for English learners

NAME	DESCRIPTION	PERFORMANCE MEASURES
<b>Adult Education Block Grant (AB104)</b>	\$500M per year for adult education in California	Currently is aligning reported outcomes to the WIOA metrics of career readiness and advancement. ( <a href="http://aebg.cccco.edu/Portals/1/docs/AEBG%20Reports/2017%20AEBG%20Legislative%20Report%20Final%203.21.17.pdf">http://aebg.cccco.edu/Portals/1/docs/AEBG%20Reports/2017%20AEBG%20Legislative%20Report%20Final%203.21.17.pdf</a> )
<b>Workforce Investment and Opportunity Act (WIOA)</b>	Federal workforce development program providing funding for transportation, child care, work supplies, training, career advising and support	WIOA creates a single set of common performance measures across core programs, including: Unsubsidized employment; Median earnings; Receipt of a secondary diploma or recognized post-secondary credential; Measurable skill gains toward a credential or employment; and Employer engagement. English learners are disproportionately underserved by Title I (job training) programs. ( <a href="http://www.nationalskillscoalition.org/resources/publications/file/WIOA-101-workshop-for-NCLR-May-2016-FINAL.pdf">http://www.nationalskillscoalition.org/resources/publications/file/WIOA-101-workshop-for-NCLR-May-2016-FINAL.pdf</a> )
<b>Strong Workforce Program</b>	\$200M annually to develop pathways for middle skill jobs in California	Enrollments; Completion; Transfer; Employment rates; Employment in field of study; Earnings; Median change in earnings; Proportion of students who attained living wages ( <a href="http://extranet.cccco.edu/Portals/1/WED/WEDDRFA/RFA-16-191/AppendixD-StrongWorkforceProgramMetrics.pdf">http://extranet.cccco.edu/Portals/1/WED/WEDDRFA/RFA-16-191/AppendixD-StrongWorkforceProgramMetrics.pdf</a> )

included in state and federal funding proposals, such as the Adult Education Block Grant (AEBG), Workforce Investment and Opportunity Act (WIOA), and the Strong Workforce Program.

The implementation of programs like WIOA has created new opportunities for advocates to improve services for Latino and immigrant participants. (<http://www.nationalskillscoalition.org/resources/publications/file/WIOA-101-workshop-for-NCLR-May-2016-FINAL.pdf>). Adopting alternative metrics for immigrant integration success can inspire thinking around support services for immigrants, and the value these services bring to help guide individuals in the right direction. When mandated metrics for funding revolve solely around educational degree and job attainment, we risk prioritizing people who are more rapidly able to achieve those outcomes. The idea behind the current Immigrant Integration Framework is to ensure that the most marginalized are not left out of support services or career preparation that leads to jobs with living wages.

Furthermore, the California Workforce Development Board and Employment Development Department issued a policy directive requiring local Workforce Development Boards to conduct an assessment of services, and indicate how service will be provided to limited English proficient individuals when 15% or more of residents in their service area qualify as English learners. (source : [http://www.edd.ca.gov/jobs\\_and\\_training/pubs/wsd16-07.pdf](http://www.edd.ca.gov/jobs_and_training/pubs/wsd16-07.pdf))

The Immigrant Integration Framework can serve to broaden the focus of government-funded programs to include all aspects of immigrant integration. Recognizing adult immigrants' engagement and progress towards health and wellbeing, civic participation, and financial security as important goals creates an opportunity to support a holistic strategy to investing in and improving our communities.

## Regional and Local Policy Makers

As described in the introductory section, many city and county governments are demonstrating support for their immigrant population by formally establishing offices of immigrant affairs or by becoming welcoming cities under the Welcoming America umbrella. Working in partnership with AEBG consortia, workforce development boards, community-based organizations, the faith community and other stakeholders, local policy makers are uniquely positioned to initiate and support regional immigrant integration initiatives. Using the Immigrant Integration Framework to assess existing community services can be the first step in expanding meaningful resources for immigrant integration. Participation in civic and community life in par-



ticular is a goal area that can be driven by local government. Some examples in the Silicon Valley include a civic academy for Spanish speakers, citizenship corners in public libraries, legal resource workshops in community centers and an online immigrant information portal.

## Regional Multi-Sector Collaboratives

Many multi-sector collaboratives, such as ALLIES, are comprised of educators, social service providers, social workers, legal service providers, community organizations, and government agencies encountering immigrants at different points on their paths to various individual goals. Through their conversations, many realize that their clients or students require support beyond what their respective agencies can offer and could benefit from connections to other resources.

The Immigrant Integration Framework can be used to identify promising practices and resources, build a system of reciprocal referrals, and connect the dots between different agencies and organizations to reduce duplication of effort. Building on the strengths and contributions of immigrants, the framework can help frontline staff map out which pathways are feasible for each individual, what barriers or gaps they may face, and where to find the adequate resources.

On the administrative level, if an immigrant student or client's progress can be tracked, measuring how they are progressing and how quickly they are getting through the steps of their identified pathways, it can help inform curriculum developers and program structure. This progress reporting can also be used to develop intake, case management and referral tools to support warm-handoffs, ensuring immigrants are being connected to the appropriate resources.

## Community members

Strong communities happen when immigrants and receiving communities work together to ensure that everyone has the opportunity to thrive. General awareness of what constitutes immigrant integration will greatly enhance the success of the community as a whole. When immigrants are given equal opportunity to contribute, the entire community benefits. While the framework's primary goal is to identify goal areas for immigrant integration, an understanding of shared goals between newcomers and any other community member provides a learning opportunity for all involved and can start a meaningful dialogue between community members with different beliefs.

## Workforce Development Agencies

California's Adult Education Block Grant Consortia are a new infrastructure for workforce development boards to engage with their adult education partners. AEBG consortia are partners in delivering workforce development services to the general population and to English language learners in particular.

Responding to a state policy directive requiring local Workforce Development Boards to expand services to English Language Learners, the 2017 CA Workforce Navigator pilot program targeting limited English language learners and immigrant workforce is one example of a promising initiative seeking to reward collaboration between workforce development agencies and adult education providers. Using a shared Immigrant Integration Framework and common measures of progress across both systems has the potential of streamlining services targeted at accelerating immigrants' career success.

(source : [http://www.edd.ca.gov/jobs\\_and\\_training/pubs/wsd16-07.pdf](http://www.edd.ca.gov/jobs_and_training/pubs/wsd16-07.pdf))

## AEBG Consortia

The 71 Adult Education Block Grant (AEBG) consortia are primarily focused on workforce development and career training, often overlooking the holistic needs of adult immigrants. Adult immigrants have personal goals as well as career and educational goals, and educational institutions should broaden the focus to include immigrant integration, encompassing all of the integration points, not just linguistic and economic. Adult education providers, particularly adult school and community based ESL programs, are hubs for immigrant integration and have historically provided classes and services that go beyond career and workforce development.

The South Bay Consortium for Adult Education is also interested in the measurement of progress outside of the traditional academic or career measures of success. Using the framework, the consortium would be able to track whether a student

was able to secure a driver's license or health care, increased participation in their community or children's school, or if they were able to improve their immigration status.

The Immigrant Integration Framework provides a plan for all 71 consortia in the state of CA to utilize, to better serve immigrants' needs and establish a deeper community connection.

## Employers

Employment crosses over into several goals of the Immigrant Integration Framework: economic security, providing for family, education and career advancement. Finding a job and advancing along a career ladder is critically important to immigrants. It is often one of the first goals immigrants need to pursue upon settling into their new communities. However, employment supports immigrant integration beyond financial security. The workplace offers immigrants a chance to interact with English speakers and thus improve their English language proficiency and communication skills. Contributing to society by having a job and paying taxes are important factors for one's social and emotional wellbeing and will often accelerate progress in other areas of integration.

The Immigrant Integration Framework can be used to build employer awareness of the unique contributions and needs of immigrants. It can serve as an inspiration for workplace-based services like employee referrals to citizenship services, English as a Second Language programs in the workplace, or cultural orientation workshops. Both New American Workforce and Building Skills Partnerships are examples of successful workplace based initiatives.

To help combat the so called 'brain waste' of highly skilled immigrants (those holding degrees or professional licenses from their country of origin but lacking opportunities because



of language or credentialing barriers), employers can provide internship or mentorship opportunities for foreign educated Americans.

## Education and Community Organization Leadership

The framework can be used by education and community service providers to assess existing programs and services, as well as create integrated service delivery models and seek out partnerships with other agencies, schools or organizations. The strategy pathways can be seen as incremental – one step building upon the previous. Seen through that lens, communities can identify gaps that need to be filled.

Adult education providers find themselves on the frontlines of guiding immigrant students in making education and career decisions. They are increasingly aware of the need for wrap-around services that support immigrant integration. Simply gaining language alone, or other academic or vocational skills, is sometimes insufficient in helping an immigrant student move forward. This framework can help guide a counselor or case manager's conversation with a student to better identify an individual's overall needs and barriers in their integration pathway.

An immigrant student may come to a school with the immediate goal to learn English, or a goal to earn a particular degree or certificate, but may face challenges with documentation, healthcare, child care, or literacy which can prevent them from reaching that goal. Another student may not be looking for career advancement at all, but may instead be interested in taking subject-matter classes of personal interest, or to help their school-aged children in order to become more closely tied to their community.

The framework can also provide the opportunity to invest in professional development training for teachers or frontline staff to help empower them to evaluate outside resources for effectiveness and suitability when designing individual progress plans for students.



## Education: Classroom Instructor

Teachers often develop trusting relationships with their students and become the first point of contact for conversations about immigrants' individual aspirations, and inquiries about what they may need to attain them. They are constantly monitoring and marshaling outside resources to address issues that are outside their personal scope or expertise: guest speakers, referral contacts, brochures, upcoming resource fairs, etc. An immigrant's learning is happening in a constantly shifting economic and civic landscape and during very limited classroom time. Cold referrals to outside resources inadequately address the very significant barriers faced by the student. This is especially true if the student does not follow through or lacks understanding of the reason for taking the next step. The Immigrant Integration Framework can aid in developing curricula and creating lesson plans that provide students with exposure to all of the identified goal areas, and pinpoint appropriate and relevant next steps for pursuing any of the goals.



# NEXT STEPS FOR THE IMMIGRANT INTEGRATION FRAMEWORK PROJECT

Phase I of the Immigrant Integration Framework project provides a system for users to enhance their current support for immigrants. It is time for organizations and institutions that support immigrants to test the framework and determine how best to use it. The further development of this project will need other partners' perspectives and participation.

The next phase of the project will require additional partners. We expect the framework's prototyping period to test the goal maps and metrics application in spaces where immigrants and institutions intersect. We believe that multiple actors, with common values and shared measures of success, can implement practices that will radically expand and accelerate the integration of immigrants. The SBCAE and its community-based partners will explore how the framework's language and principles can generate tools that help counselors, teachers, caseworkers and others. The deepening AEBG and WIOA connection and leveraged resources may produce data systems that track, report, and analyze the metrics. With these different strategies strengthening alliances cross sectors, and with those with different needs and expertise working together, the framework will move forward. In doing so, it will accelerate the integration and success of immigrants in the U.S., along with accompanying data to prove it.

In keeping with the core values of the project, this next phase will focus on the critical need to do this work in collaboration with the immigrants it seeks to support. A false and too often common design of immigrant support is to assume some deficit is being repaired. Instead, the framework is predicated on understanding the loss of human capacity if limitations of language and lack of cultural capital continue to marginalize the immigrant. The framework is a way to measure where there is access, and to identify where there are gaps of opportunity in a community. ALLIES, the SBCAE, others in the ESL Provider Network, and our regional public services agencies, are committed to a deeper understanding of how communities can organize themselves to support the full integration of immigrants. A brief demographic review of the coming decades makes clear that the effectiveness of our regional economies, the success of children of immigrants in school and career, and our civic wellbeing depends on our work to achieve more together than we can in isolation. There needs to be an urgency to build more seamless services for the immigrant who moves forward in increasing self-agency. Immigrants are always the



authors of their own stories, and these metrics of progress are potential next chapters in the narrative of integration.

We invite the 71 adult education consortia in California to explore how their annual activities can implement new practices for counselors or transition specialists as they work with immigrant students. We think that the ideas presented here can assist workforce development boards in California who are mandated to serve English learners more effectively. Community-based organizations, non-profits, county and city government social service agencies can work together to develop reciprocal referral systems with no wrong doors. They can also use the data from the framework's pathways to identify gaps and progress points.

The prototyping phase of the project will further validate the framework with immediate activities planned by the South Bay Consortium for Adult Education in the 2017-18 school year. ALLIES welcomes feedback on how others use this Immigrant Integration Framework. Forward any comments or feedback regarding the use of the Immigrant Integration Framework to [info@allies4innovation.org](mailto:info@allies4innovation.org)

The production of this current framework is a tangible symbol of the commitment to the powerful ideals of inclusion, social and economic justice, and an embrace of the richly diverse communities in which we all live. It's the American tradition to provide a welcoming community to immigrants as they make their choice to build new lives in the U.S. The economic benefit to regional communities, and the civic health and vibrancy of local communities are dependent on our common success.

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### **ALLIES: SUPPORTING ENGLISH-LEARNER ADULTS IN ACHIEVING SUCCESS**

The Alliance for Language Learners' Integration, Education and Success or ALLIES is a coalition of adult schools, community colleges, and community-based organizations in Silicon Valley, working both at the grassroots level to support concrete innovations in educational and service delivery, and at the "tree tops" level to advocate supportive state and national policies. We advocate coordination by partner agencies to create a "no wrong door" system for immigrants to achieve their goals. The Immigrant Integration Framework project delivers an innovative and systemic approach to advancing the success and contributions of new Americans.

 [Allies4Innovation.org](https://Allies4Innovation.org)  [info@allies4innovation.org](mailto:info@allies4innovation.org)

**ALLIES**  
