

# AEBG CONSORTIA & IMMIGRANT INTEGRATION

Paul Downs, ALLIES

Ilse Pollet, ALLIES

Rich Uribe, SBCAE / East Side Adult Education

Kishan Vujjeni, SBCAE / Community College Center for Economic Mobility,  
SJECCD

AEBG Summit

1/22/2018

# OVERVIEW

- 1 Welcome and Introductions
- 2 Immigrant Integration Framework Overview
- 3 SBCAE/ALLIES IIF Implementation Project
- 4 Conclusion
- 5 Q & A



ALLIES' mission is to support **English-learner adults** in achieving success in their **educations, careers and communities.**

Alliance for  
Language  
Learners  
Integration,  
Education and  
**Success**

[www.allies4innovation.org](http://www.allies4innovation.org)

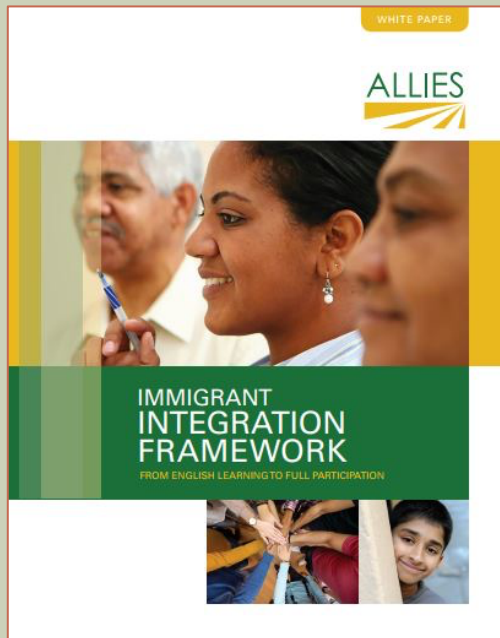


# SOUTH BAY CONSORTIUM FOR ADULT EDUCATION

- Evergreen Valley College
- Mission College
- San José City College
- West Valley College
- Workforce Institute
- Campbell Adult and Community Education
- East Side Adult Education
- Milpitas Adult Education
- Santa Clara Adult Education
- Silicon Valley Adult Education



# IMMIGRANT INTEGRATION FRAMEWORK



- An innovative way to identify, implement and measure the critical factors for successful immigrant integration
- Framework Developed (2016) and Published (2017) by ALLIES and community partners
- Expression of ALLIES' mission - way to operationalize our vision

# WHY? Context, Vision & Goals

- Context:
  - Changing state demographics: invest in future workforce and communities - positive economic & social benefits
  - AEBG consortia play a central role in welcoming newcomers
  - Pivotal moment: adult education reform
- Vision: integrated service delivery system that places equal value on college, career and community outcomes for our students
- Project Goals: Framework, Metrics, Policy Advocacy

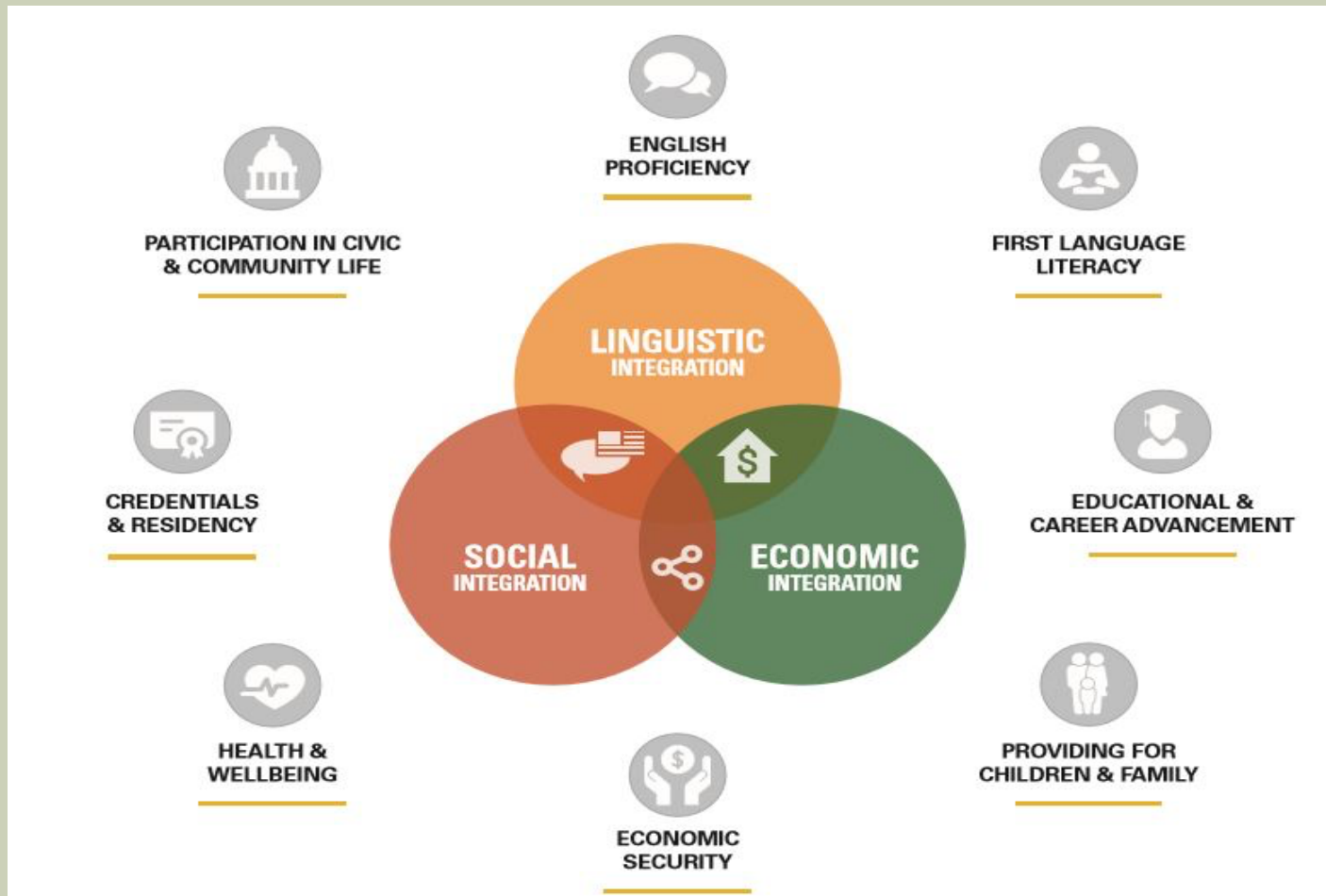
# FRAMEWORK DEVELOPMENT PROCESS



WORKING PARTNERSHIPS USA

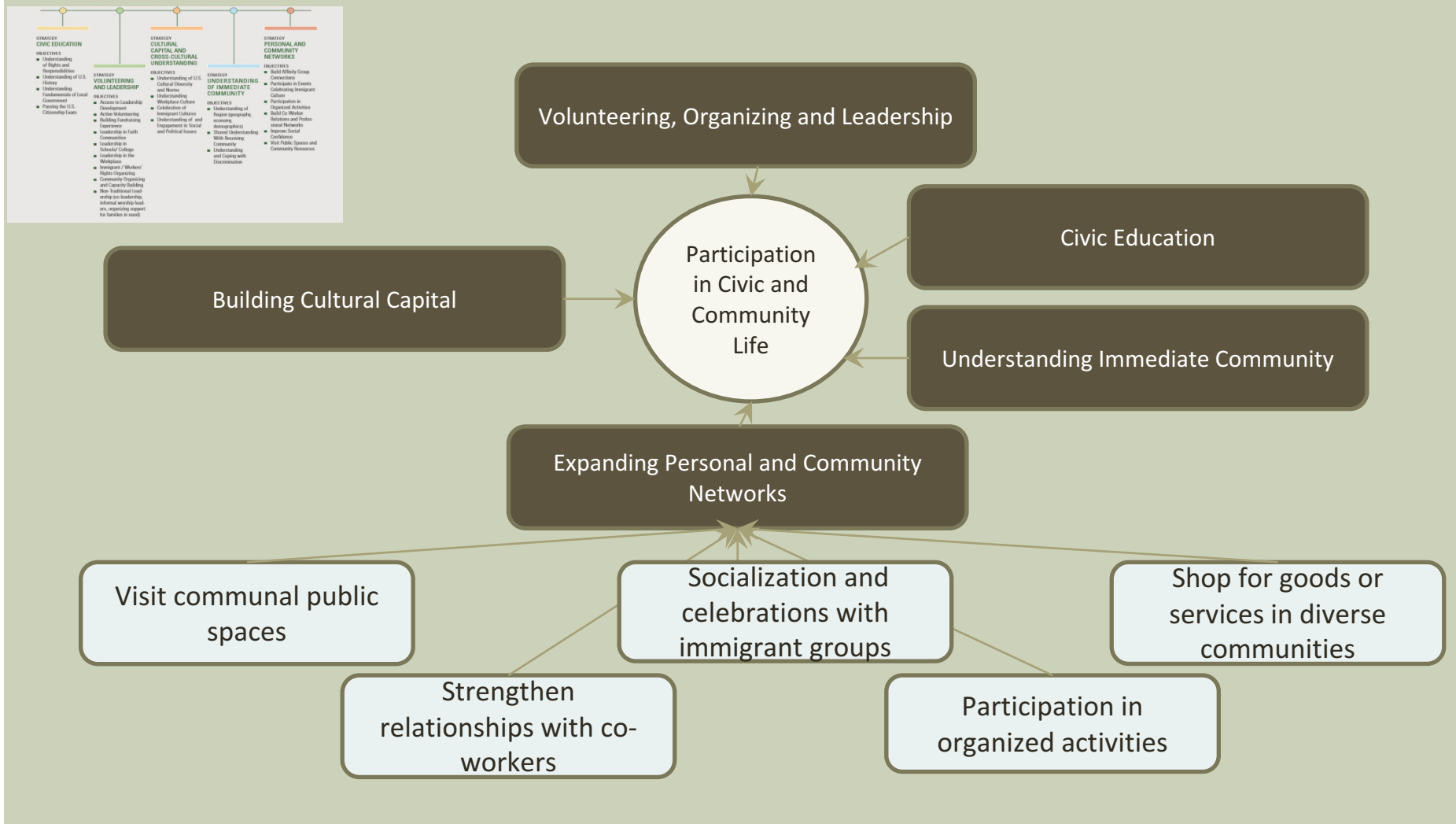
- SBCAE annual plan
- Design group including multiple stakeholders
- Community input from July 2016 Immigrant Integration Forum
- Stakeholder input from 2016 ALLIES ESL Provider Network (EPN) meetings
- Briefings of SBCAE Steering Committee and Transition Specialists

# THE FRAMEWORK: 8 GOAL AREAS





# GOAL MAP EXAMPLE: CIVIC ENGAGEMENT



# METRICS



## ECONOMIC SECURITY

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



## ENGLISH PROFICIENCY

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



## CREDENTIALS & RESIDENCY

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



## HEALTH AND WELL-BEING

1. Health Insurance coverage
2. Level of access to health care services
3. Managing Health Conditions



## EDUCATIONAL AND CAREER ADVANCEMENT

1. Level of educational Attainment
2. Employed in a Job in area of training
3. Net Annual Employment Earnings
4. Change In Earnings from Prior Year



## FIRST LANGUAGE LITERACY

1. Completed high school (or equivalent) in first language
2. Level of First Language Proficiency



## PROVIDING FOR CHILDREN AND FAMILY

1. Level of parent engagement at school
2. Level of access to child or elder care



## PARTICIPATION IN CIVIC AND COMMUNITY LIFE

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

# PRINCIPLES OF THE FRAMEWORK

- Goals are mutually supportive and interconnected
- Flexible menu of options – not a ‘one size fits all’
- Two-way assessment tool
- Asset based
- Metrics
- Work in Progress – Action Research

# WHAT'S NEXT for ALLIES?

- Framework distribution and dissemination
- Policy Advocacy: AEBG Data and Accountability, CCAE, CAEAA
- ELL Workforce Navigator Pilot
- Emerging partnerships with city and county government
- Implementation project with SBCAE

# IMMIGRANT INTEGRATION PROJECT OVERVIEW

Looking at SBCAE operations through an immigrant integration lens

1. Community  
Connections

2. Inside the  
classroom

3. Outside the  
classroom

4. Data &  
Accountability

5. Strategic  
Oversight  
Group

Asset  
Mapping,  
Reciprocal  
Referral Pilot

Curriculum,  
instruction,  
professional  
development

Cultural  
competency,  
support staff,  
transition  
specialists

IIF metrics,  
state policy  
advocacy

Community  
Stakeholder  
engagement

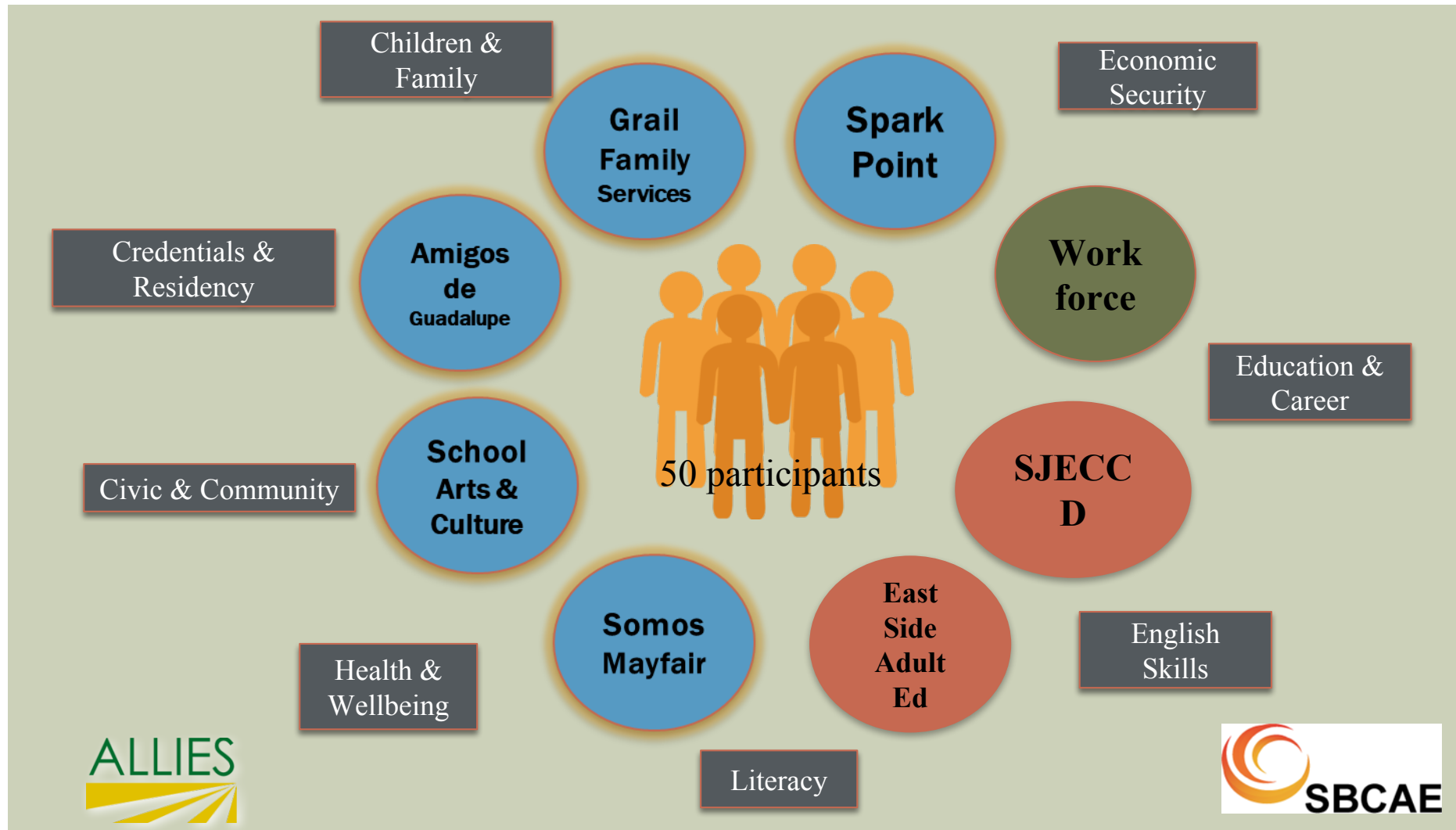
# COMMUNITY CONNECTIONS: ASSET MAPPING

- Interactive map
  - Resource database mapped against framework goal areas
  - Immigrantinfo.org
- 

Tool for teachers,  
case managers,  
transition  
specialists

Assessment of  
region's ability to  
meet immigrant  
integration needs

# RECIPROCAL REFERRAL: PROGRAM MODEL



# ASSESSMENT AND REFERRAL

- No Wrong Door model
  - Participants can enter the system at any partner organization
  - Intake and assessment happens at receiving org
  - Reciprocal referrals between partner orgs
- Assessment
  - Common intake form
  - Linguistic: CASAS
  - Economic: CBO questionnaire / self-sufficiency standard (SparkPoint tool)
  - Social: Stanford Immigration Policy Lab survey
- Data tracking: CommunityPro
  - One common referral management and data tracking system



# INSIDE THE CLASSROOM: CURRICULUM, INSTRUCTIONAL DESIGN

Goal: Providing for Children and Family (Map D)					
Strategies	Supporting Objectives	COAPP directly related to supporting objective	COAPP tangentially or generally related to supporting objective	NO COAPP for supporting objective	COAPP not suitable for supporting objective
Supporting Children's Education	Home environment that supports children	13.6, 21.4, 21.5, 21.6	17.4, 17.5, 17.6 (community problems in general)	24.4 preventing/reporting home accidents	
	meeting basic educational needs	enrollment in school: 13.4, 13.5	transportation	school supplies: 13.6 (ways to be a successful learner ie organize school work in binder, not about paying for supplies)	clothing
	assessing developmental readiness	identifying barriers	building on children's assets: 21.4, 21.5, 21.6 (general parenting skills)	23.4, 23.5, 23.6, 23.7 (find info about community service/gov't agencies)	
	support for child to learn family's language, culture and traditions	20.5, 20.6, 20.7 - finding extracurricular activities for kids and adults	22.4, 22.5, 22.6 (finding cultural, leisure and recreational resources)		
	understanding cultural norms	13.4, 13.5, 13.6			
	understanding US Education system				

- Cross reference between EL Civics and IIF: COAPPS, competency areas and IIF goals, strategies & objectives
- Integration with CCRS and ELPS
- Collaborative planning with community partners
- Inventory of best practices: curriculum and program models

# OUTSIDE THE CLASSROOM

- Professional Development for support/ frontline staff, counselors, transition specialists
  - Immigrant Integration Framework goal areas, strategies, supporting objectives
  - Cultural competency
  - Community Resources and Referrals



# DATA & ACCOUNTABILITY

- What is already being captured? Where?
- How can data systems be responsive to Immigrant Integration outcomes?
- How can data be shared among partners?

# CONCLUSION

- Supporting Immigrant Integration is a core function of AEBG consortia ... and you're already doing it!
- Community partners are key to success ... and you probably already know who they are!
- Capturing data is important ... it validates what you do!
- Sharing data among providers is possible ... learn along with us!
- Immigrant Integration can be written into your 3-year regional plan ... the time is now!
- Policy advocacy will amplify our vision ... join us!

# Q & A

- Questions? Comments?
- Contact us:
  - Paul Downs                      pauldownspdc@gmail.com
  - Ilse Pollet                        ilse@allies4innovation.org
  - Rich Uribe                        uriber@esuhsd.org
  - Kishan Vujjeni                  kishan.vujjeni@sjeccd.edu
- Learn more:
  - [www.allies4innovation.org](http://www.allies4innovation.org)
  - [www.sbcae.org](http://www.sbcae.org)